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ABSTRACT

This document presents one of three elementary school level career handbooks designed to complement the existing middle school and high school handbooks and to meet the career goals developed by the Oregon Department of Education. This kindergarten through grade three handbook is intended as a tool for teachers to use in meeting the career education goals of their students, and for schools to use in developing a team approach to career education and awareness that involves a career education coordinator, counselors, teachers, parents, and other staff personnel. The handbook is divided into three sections. Section I contains an introduction to career education and background information on career education in kindergarten through grade 10. Student goals are listed and minimal expectancies for kindergarten through grade five are given. Career guidance activities are suggested and forms and worksheets are provided. Section II contains a suggested kindergarten through grade three matrix, and student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for kindergarten through grade three. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, materials, and procedures are included for each of the 76 career guidance activities. Section III contains information on resources, including a 16-page annotated recommended buying list and a 4-page audiovisual resource list. (NB)

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ELEMENTARY SCHOOL K-3
CAREER GUIDANCE

ED276962

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USER'S HANDBOOK

PORTLAND PUBLIC SCHOOLS
CAREER AND VOCATIONAL
GUIDANCE PROJECT 1986

BEST COPY AVAILABLE

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Goal 2 - Students will acquire knowledge about the world of work; 3 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 3 activities.

Goal 4 - Students will develop skills in decision making, communicating, and creating as related to the world of work; 3 activities.

Goal 5 - Students will develop physical and mental skills related to occupational roles; 3 activities.

1st Grade Activities (Goals on Yellow)

Goal 1 - Students will identify and develop attitudes about the world of work; 5 activities.

Goal 2 - Students will acquire knowledge about the world of work; 7 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 3 activities.

Goal 4 - Students will develop skills in decision making, communicating, and creating as related to the world of work; 3 activities.

Goal 5 - Students will develop physical and mental skills related to occupational roles; 3 activities.

2nd Grade Activities (Goals on Pink)

Goal 1 - Students will identify and develop attitudes about the world of work; 3 activities.

Goal 2 - Students will acquire knowledge about the world of work; 6 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 4 activities.

Goal 4 - Students will develop skills in decision making, communicating, and creating as related to the world of work; 4 activities.

Goal 5 - Students will develop physical and mental skills related to occupational roles; 3 activities.

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Goal 1 - Students will identify and develop attitudes about the world of work; 4 activities.

Goal 2 - Students will acquire knowledge about the world of work; 5 activities.

Goal 3 - Students will identify their individuality and continue to develop a relationship with occupational roles; 3 activities.

Goal 4 - Students will develop skills in decision making, communicating, and creating as related to the world of work; 5 activities.

Goal 5 - Students will develop physical and mental skills related to occupational roles; 3 activities.

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PORTLAND PUBLIC SCHOOLS
CAREER & VOCATIONAL EDUCATIONAL DEPARTMENT
Project Office – Madison High School
2735 N.E. 82nd Avenue/Portland, Oregon 97220
Phone: 280-5220, Ext. 65

Warren C. Rathbun
Supervisor
Darrell Tucker
Specialist
Cathy Williams
Project Coordinator

October 1986

To: Users of this handbook

From: Improving Career and Vocational Guidance Project

The Portland Public Schools has created a Career Handbook for use in grades Pre-K through 5 to compliment the existing middle school and high school handbooks. This handbook is the result of a committee of Career Education coordinators, teachers, and counselors who reviewed materials from many sources. It is designed to meet the career goals developed by the State of Oregon Department of Education. It is hoped that this handbook will serve as a tool for teachers to meet the career education goals for each student. The lessons and activities can be fused into many areas of the curriculum. It provides hands-on activities and lesson plans for each level of instruction.

A K-5 matrix is provided, suggesting an activity for each month of the school year. A suggested buying list and AV list has also been provided.

It is hoped your building can use this handbook to further develop a team approach to career education/awareness that includes the Career Education coordinator, counselor, teacher, parent, and other identified staff personnel.

If you have any questions as you use these resources, please feel free to call Cathy Williams, 280-5220, ext. 65, for assistance.

wp

ACKNOWLEDGEMENTS

WORKSHOP PARTICIPANTS - 1986

Abernethy	Rosalie Mutch	
Atkinson	Rose Bloom	
Maplewood	Emma Jean Macon	
Sabin	Rose Mary Price	
Scott	Jim McGee	
Whitman	Daphne Faulk	
Madison High School	Cathy Williams	Project Coordinator
Markham Middle School	Sande Ferrell	Assistant Coordinator

Activities selected from the following materials:

. Project Career Education - Activities for Grades K-6
. O.D.E. Career Awareness Exploration Curriculum Kit

CAREER GUIDANCE AND COUNSELING
STEERING COMMITTEE

NAME	POSITION
1. Carlos Taylor	D.O.I. - Lincoln Cluster
2. Leodis McDaniel	Principal - Madison
3. John Cover	Vice Principal - Lincoln
4. Audrey Haynes	Vice Principal - Franklin
5. Pat Burk	Principal - Ockley Green M.S.
6. Ken Waite	Principal - Mt. Tabor M.S.
7. Paul Smith	Principal - Beaumont M.S.
8. Jack Ubik	Principal - Fernwood M.S.
9. Lynn Budfeldt	MS Career Ed. Coordinator - Whitaker
10. Dave Lindstrom	Principal - Peninsula (K-8)
11. Tom Pickett	Principal - John James (K-8)
12. Dave Anderson	Counselor - Cleveland
13. Char Buffetta	Counselor - Grant
14. Jean White	Counselor - Wilson
15. Paul Clare	Counselor - Ockley Green M.S.
16. Judy Boughton	Counselor - West Sylvan M.S.
17. Annie Painter	Counselor - Binnsmead M.S.
18. Penny Holeman	Special Ed. Rep. - Wilson/Roosevelt/Jefferson
19. Mary Fulton	ESL Rep. - CSC
20. Carolyn Sheldon	Director, Student Services - Glenhaven
21. Cathy Williams	Project Coord. - Madison
22. Sande Ferrell	Asst. Coord. - Markham M.S.
23. Kathy Hostager	Youth Employment Specialist - CSC
24. Becky Wheeles	Special Projects Coord. - CSC
25. Darrell Tucker	Specialist, Career/Voc. Ed.
26. Warren Rathbun	Supervisor, Career/Voc. Ed.

AN INTRODUCTION

This handbook is designed as a readily available resource for personnel to use while providing a Career Education/Development Program to students in the middle grades.

Section I contains an Introduction to Career Education, providing background information on Career Education in grades K-10.

Section II contains a suggested matrix, student activities, worksheets, and handouts.

In order to aid counselors, teachers, and coordinators in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

Section III contains a recommended list of the resource materials that are available through central ordering by contacting Cathy Williams at Madison High School.

Lastly, the committee has attempted to convey vital information to users by providing a consistent lesson plan format with clear instructions. It is hopeful the book works well by meeting the user's needs.

CAREER EDUCATION IS . . .

Career education is a developmental process which is designed to help all individuals prepare for their life roles: learner, producer, citizen, consumer, individual, and family member. Career education enables students to examine their abilities, interest, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going activity-oriented process incorporated through the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

CAREER EDUCATION K-10

Career Education proposes that:

> Every child shall, upon completion of his public school education possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

Career Education is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. Knowledge of a variety of occupations and their related tools and duties.

B. Knowledge of contribution and interdependence of work done by members of society.

C. Relationship of subject matter to the world or work.

D. An awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness Grades K-6 should be of sufficient scope and depth to enable each student to:

A. Explore and assess personal attitudes, aptitudes, attributes, and interests.

B. Examine the concepts of work and work roles and the many occupational possibilities.

C. Develop attitudes, knowledge and skills needed for effective employment.

D. Develop self-awareness as related to the life roles.

By the completion of grade 6, students will have been involved in career awareness activities from the state curriculum materials, teacher developed materials, and purchased materials.

CAREER EXPLORATION

The Career Exploration Goal states:

> Every learner shall, upon completion of the Grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at Grade 11.

Goals for Career Exploration should be of sufficient scope and depth to enable each student to:

A. Gather information concerning needs, goals, abilities, values, interest attitudes, beliefs, and traditions.

B. Learn to use resource materials and personnel for in-depth study of occupations.

C. Evaluate what factor might affect getting, holding, and succeeding in a job.

D. Recognize the inter-relationship of the life roles: learner, producer, citizen, consumer, individual, family member.

E. Acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. Apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

DISTRICT PLAN

GUIDANCE AND COUNSELING

PORTLAND PUBLIC SCHOOLS

GOALS:

A1: Each student will be helped to develop and use skills to discover and to explore his/her feelings, attitudes and personal values.

A2: Each student will be helped to develop a positive self-concept.

A3: Each student will be helped to develop decision-making skills.

A4: Each student will be helped to develop and accept responsibility for his/her behavior.

A5: Each student will be helped to develop social problem-solving skills.

A6: Each student will be helped to develop an educational plan to achieve career goals.

A7: Each student will be helped to develop a positive cultural and ethnic identity, to discover an awareness, appreciation, and respect for multicultural/multiethnic diversity, and to reduce cultural/ethnic stereotyping.

A8: Each student will be helped to use the opportunities and alternatives available in the school and community.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL

1. By the end of kindergarten, the student will

   A. Recognize the role of each family member.

   B. Be aware of the rights and responsibilities of the individual at home and at school.

   C. Become aware of choices in making decisions.

   D. Explore the need to share and cooperate to complete tasks.

   E. Know the jobs of home members and school workers.

   F. Identify within the home unit those items that are needed and those that are wanted.

   G. Identify different tools for different careers.

2. By the end of grade 1, the student will

   A. Be aware of the importance of getting along with other people.

   B. Be aware of the consequences of personal decision making.

   C. Acquire the ability to develop rules with others, accept direction and take responsibility.

   D. Be aware that school is a job that requires mastery of basic skills for success.

   E. Be aware of the importance of "self" as an individual and as a worthwhile member of groups.

   F. Identify the similarities and differences between home roles and school roles.

   G. Compare home, school and community jobs and activities.

   H. Be aware of the exchange of goods and services.

3. By the end of grade 2, the student will

   A. Be aware that people have varying capabilities.

   B. Identify ways people interact in meeting individual and group goals.

   C. Be aware of alternatives to problems and be able to express them.

   D. Be aware of the different methods people use to communicate.

   E. Gain a knowledge of jobs necessary to maintain the community.

   F. Relate basic skill development to life roles within the community.

   G. Become aware that jobs and communities are dependent on each other.

   H. Explore how money is used.

4. By the end of grade 3, the student will

   A. Learn to use problem-solving skills in making decisions.

   B. Identify the contributions of community members.

   C. Be aware of the different ways that people achieve their goals.

   D. Participate in active groups in order to develop individual and group goals.

   E. Recognize the similarities and differences between producer and consumer life roles.

   F. Compare local jobs to jobs in general.

   G. Be aware of the work that people do in other cities of the world.

   H. Explore how different tools help people do their work.

   I. Recognize the need for a monetary system.

5. By the end of grade 4, the student will

   A. Realize the need for goals in reaching decisions.

   B. Explore how to resolve personal conflict between individual and group goals.

   C. Be aware of individual strengths and weaknesses and their relationships to job choices.

   D. Explore the relationship between educational skills and individual success.

   E. Understand the process of production and distribution of goods and services.

   F. Be aware of the wage earner's job and how it affects the home unit.

   G. Classify occupations according to similarity of job performances.

6. By the end of grade 5, the student will

   A. Apply decision-making process to school-related problems.

   B. Be aware of individual's rights and responsibilities as a worker.

   C. Recognize an individual's interdependence within the world of work.

   D. Be aware of how careers influence one's life.

   E. Compare the advantages and disadvantages of various jobs.

   F. Be aware of the many machines and tools people use in production of goods.

   G. Be aware of the law of supply and demand.

   H. Explore the process of mass production and distribution.

NATIONAL CAREER DEVELOPMENT WEEK

November 2 - 8, 1986

NATIONAL CAREER DEVELOPMENT WEEK THEME DAYS

Theme days spotlight areas where increased awareness is necessary. They are:

Sunday, November 2
"Planning for Life Roles"

Monday, November 3
"Planning for Life/Career Decisions"

Tuesday, November 4
"Planning for Work and Family Roles"

Wednesday, November 5
"Planning to Understand and Manage Change"

Thursday, November 6
"Planning to Cope with Life Crises"

Friday, November 7
"Planning to Meet Challenges and Opportunities"

Saturday, November 8
"Planning for Careers in a Multi-Cultural Society"

TWENTY-FIRST ANNUAL NCD WEEK 1986
November 2nd through 8th

CAREER PLAN for the LIFE SPAN

CAREER GUIDANCE ACTIVITY

TITLE: National Career Development Week - Poster Contest - 1986 "Career Plan for the Life Span"

GRADE LEVEL: All

OBJECTIVES OF ACTIVITIES: To create a poster that represents a specific career or groups of careers that reflects the present theme of the National Career Development Association.

TIME: Open

MATERIALS: Poster paper, tag board, various art supplies

PROCEDURES: CAREER POSTER CONTEST GUIDELINES

1. ELIGIBILITY

Students enrolled in public, private, and parochial schools in states with NCDA or AACD State Divisions are eligible. Contest divisions are:

Primary Division: Grades K-2
Elementary Division: Grades 3-5
Intermediate Division: Grades 6-8
Senior Division: Grades 9-12

2. THEME

Posters should reflect the 1986 National Career Development Week (NCDW) theme: "Career Plan for the Life Span." Posters can represent a specific career or groups of careers. Lifestyle, leisure time, career awareness, career planning, occupational activity and career development are possible topics. Slogans may be used.

3. LETTERING

Simple bold lettering is preferred. Captions may be used to convey the message, attract attention and to achieve goals of clarity, vigor and originality. All lettering will be considered part of the design.

4. MEDIA

Ink, pencil, collage, poster paints, magic marker, acrylic, photography, cut and pasted paper and a mixture of media may be used.

5. SIZE

Minimum size is 22 by 22 inches. Maximum measurements are 22 by 28 inches.

6. ENTRY FORM

A 3 x 5 inch card must be attached to the back of each entry. Please include the following information:

Name _____

Address _____

City _____ State _____ Zip _____

Grade _____ Principal _____

School Address _____

City _____ State _____ Zip _____

School phone no. ( ) _____

County _____

7. DISPLAY

Deadline for completion is October 31, 1986. Posters are to be displayed in the student's school during National Career Development Week.

8. CONTEST PROCEDURES

In order for a poster to be considered for national judging, the poster must place first, second or third in the following elimination contests:

IN BUILDING - All posters in a school building should be judged. The winning posters first, second and third are entered in a city/district contest.

CITY/DISTRICT - First, second and third place posters from all participating schools are judged.

NATIONAL - First, second and third place posters from state level contests are submitted to the appropriate division contest coordinator, e.g. all elementary winning posters go to the Elementary Division Coordinator.

Winning state posters must be submitted to division coordinators by January 27, 1987.

9. ENTRY DEADLINES

Building contest: October 31, 1986
City/Dist. contest: November 19, 1986
State contest: December 10, 1986
National contest: January 27, 1987

10. JUDGING CRITERIA AND TEAMS

Judging will be based on originality/creativity, development of theme, clarity of message and artistic design. Each judging team will consist of a representative from education, business/industry, a community agency and the visual arts profession. Selection of judges is left to the discretion of contest coordinators.

11. ENTRY RETURN

All national entries become the property of National Career Development Week programs and will not be returned. The Association reserves the right to use posters to focus attention on activities and to promote NCDW goals.

12. RECOGNITION AND AWARDS

National awards will be given to first, second and third place winners in the four divisions. Awards will be announced at the 1987 AACD convention. Certificates of participation will be given to all national entries. State divisions will determine their prizes. City/district and building awards are made at the discretion of local coordinators.

CAREER GUIDANCE ACTIVITY

TITLE: National Career Development Week - Poetry Contest - 1986 "Career Plan for the Life Span"

GRADE LEVEL: All

OBJECTIVES OF ACTIVITIES: To create a poem, using any acceptable poetic form, that reflects the present theme of the National Career Development Association.

TIME: Open

MATERIALS: Pencil, pen, paper

PROCEDURES: CAREER POSTER CONTEST GUIDELINES

1. ELIGIBILITY

Students enrolled in public, private, and parochial schools in states with NCDA or AACD State Divisions are eligible. Contest divisions are:

Primary Division: Grades K-2
Elementary Division: Grades 3-5
Intermediate Division: Grades 6-8
Senior Division: Grades 9-12

2. THEME

Poems should reflect the 1986 National Career Development Week (NCDW) theme: "Career Plan for the Life Span." The poem topic must be related to the world of work, careers, jobs, professions and/or feelings about work.

3. POETIC FORM

Use any acceptable poetic form - i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

4. SIZE

Submit each poem on a sheet of paper, at least 8" by 10-1/2 in size.

5. ENTRY DEADLINE

Winning state poems must be submitted to the National Coordinator by January 27, 1987.

6. CONTEST DEADLINES

Building contest: October 31, 1986
City/Dist. contest: November 19, 1986
State contest: December 10, 1986
National contest: January 27, 1987

7. JUDGING CRITERIA AND TEAMS

Judging will be based on originality/creativity, development of theme, appropriate form and execution and spelling and grammar. Each judging team will consist of educators including a member of the language arts department and a representative from business/industry and the community. Selection of judges is left to the discretion of contest coordinators.

8. ENTRY RETURN

All national entries become the property of National Career Development Week programs and will not be returned. The Association reserves the right to use poems to focus attention on activities and to promote NCDW goals.

9. RECOGNITION AND AWARDS

National awards will be given to first, second and third place winners in the four divisions. Winners will be announced at the 1987 AACD convention. Certificates of participation will be given to all national entries. Winning poems will be printed into a booklet for national distribution. State divisions will determine their prizes. City/district and building awards are made at the discretion of local coordinators.

10. ENTRY FORM

On the back of the entry, please include the following information:

Name _____

Address _____

City _____ State _____ Zip _____

Grade _____ School Name _____

Contact Person _____

School Address _____

City _____ State _____ Zip _____

School phone no. ( ) _____

County _____

11. DISPLAY

Deadline for completion is October 31, 1986. Poems are to be displayed/ read in the student's school during National Career Development Week.

12. CONTEST PROCEDURES

In order for a poem to be considered for national judging, the poem must place first, second or third in the following elimination contests:

IN BUILDING - All poems in a school building should be judged. The winning poems (first, second and third) are entered in a city/district contest.

CITY/DISTRICT - First, second and third place poems from all participating schools are judged.

NATIONAL - First, second and third place poems from state level contests are submitted to the National Coordinator.

SUGGESTIONS FOR LOCAL ACTIVITIES:

A. Plan

1. Local Poetry Booklets

2. Assembly Programs

3. School Exhibit of Poems
   a. Illustrated
   b. Explanation of the Career
   c. Diarama Display

B. Sequence

1. Class Career Poetry Activity

2. Selection of Poems

3. Print selected poems in a booklet

4. Assembly program
   a. An oral reading of the poems
   b. Act out poems

5. Select the three best poems in each division

6. Send them to the District Coordinator

7. District Committee selects the best three in each division and forwards them to the State Poetry Coordinator

8. Following state contest, forward to National Coordinator

CAREER
VOCATIONAL
TECHNICAL
EDUCATION
PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITY

TITLE: Vehicle Day

GRADE LEVEL: K-5

OBJECTIVES OF ACTIVITIES: To acquaint the students with the tasks and responsibilities of various careers, focusing on the uses they make of vehicles in their work.

TIME: Two hours

MATERIALS: Art supplies

PROCEDURES:

Suggested Pre-Activities

1. Discussion of vehicles to be seen.
2. Discussion of jobs involved.
3. Class compose a list of questions that could be asked of the drivers.
4. Spelling words dealing with vehicles.
5. Discussion of student conduct during vehicle presentation.

Suggested Follow-Up Activities

1. Art pictures of the vehicle and uniforms (if appropriate) of drivers.
2. Story -- "A Day in the Life of a _____."
3. Discussion of skills used in various jobs. (Ex. - "How does the police car driver use math?")
4. Write up about a job or jobs discussed.
5. Thank you letters to the drivers.

Source: Becky Terry, Atkinson (Retired)

VEHICLE DAY

Suggested Vehicles

1. Oil Truck
2. Farm Equipment
3. Tow Truck
4. Concrete Truck
5. Ambulance
6. Sweeper, Back Hoe, Paint Striper
7. Fire Truck
8. Paramedic Unit
9. Crime/Fire Prevention Unit
10. Police Car
11. Sign Truck
12. TV Station Remote Control Van
13. Garbage Truck
14. Bakery Van
15. Coca Coca Van
16. Plumbing Truck
17. Telephone Truck
18. Funeral Coach
19. Golf Cart
20. PGE or PPL Truck
21. Blacksmith Shop on Wheels
22. Port of Portland Van
23. US Air Force Flight Simulator
24. Meter Maid Scooter
25. Motor Cycle
26. Hot Dog Stand or Canteen Truck
27. Antique Car
28. International Bicycle Racer
29. Tri-Met
30. Recreational Vehicle
31. Marv Tonkin Ford - Modern Car

VEHICLE DAY

SAMPLE SCHEDULE

_____ _____
Date Time

_____
Site Location

Teachers Responsible:

_____

_____

Vehicle	Parent Host/Hostess	Student Assistant	Class Beginning Points 1:00 Gr./Rm.	1:40	2:20

VEHICLE DAY

INSTRUCTION TO TEACHERS

Dear Vehicle Day Participants,

The _____ of _____ should prove to be fun as well as instructional as guests share with _____ students information about their various careers. Your students are in group _____.

The following suggestions are in the interest of Vehicle Day success.

1. Using the schedule provided, be sure your class stays together the entire afternoon.

2. Since each guest is here to share, do not slight the "ordinary" vehicle in favor of the "unusual" or "sensational."

3. For safety reasons and for Vehicle Day evaluation, Grades _____ will return to their classrooms until dismissal at _____. This will allow vehicles to leave sans students.

4. Upon Primary dismissal at _____, students are not to return to vehicle grounds, but leave by front doors for home. They should not wait for older brothers and sisters on this date.

Note: The sheets for student use are in this packet. If you desire multiple copies, sign up in the office which ones and how many. These will be made available only upon request.

You are very important to the success of this day. Make it fun, instructional and orderly.

Thanks,

VEHICLE DAY

SAMPLE CLASS ROTATION SCHEDULE

Area A - Parking Lot	Area B - Park Grass	Area C - Upper Playground
1:00 - 1:40 - Group A	1:00 - 1:40 - Group B	1:00 - 1:40 - Group C
1:40 - 2:20 - Group C	1:40 - 2:20 - Group A	1:40 - 2:20 - Group B
2:20 - 3:00 - Group B	2:20 - 3:00 - Group C	2:20 - 3:00 - Group A

* * * * * * * * * * * * * * *

Everyone starts at 1:00 at the positions stated in the schedule. You are to move in a clockwise manner (ex. 1 to 2, 3 to 4) until the 40-minute period is complete. At 1:40 students in Area A then move to Area B, Group B to Area C and Group C moves to Area A. You begin at the same numbered vehicle that you did in the first session. Again in Session II you rotate in a clockwise manner. At 2:20 the classes then move to their final area, again starting with their original numbered vehicle. If you start one area at #5 you start the other two areas at #5. Keep moving so you are able to see as many vehicles as possible in your area during the allotted time period, however, take time to find out about the tasks and responsibilities of the resource person.

VEHICLE DAY

Before you go out to look at the vehicles, fill out as much of this form as possible. When you return from your "vehicle tour," try to add additional information that you learned by seeing the vehicles. Use as many pages as you need.

VEHICLE NAME	VEHICLE FUNCTION	OCCUPATION
Ex. Ambulance	Carries emergency equipment and takes sick or injured people to the hospital	Health

VEHICLE DAY

Choose 6 of the vehicles to draw:

VEHICLE DAY

How many wheels do these vehicles have?

Tow Truck _____

Fire Truck _____

Concrete Truck _____

Bicycle _____

Street Sweeper _____

Antique Car _____

Oil Truck _____

Capper _____

Tractor _____

Meter Maid Scooter _____

TV Van _____

Tri Met Lift _____

Golf Cart _____

Tri Vit _____

VEHICLE DAY

TYPICAL QUESTIONS ABOUT CAREERS

1. What do you like about your occupation?
2. Is there anything you do not like about your work?
3. How does your career help the community?
4. What habits help you do your job well?
5. How much education is necessary to enter your career?
6. What kind of training did you need beyond school?
7. What are the common skills of your career?
8. What tools or specific equipment do you use?
9. What interests and/or abilities helped you decide on your career choice?
10. Does your career require much mental work and/or a certain mental attitude?
11. Does your career require physical work?
12. What school subjects would help to prepare me for this career?
13. How important is getting along with other people in your occupation?
14. Are there any special requirements for the job (such as, obtaining a license, age minimum or maximum, etc.)?
15. Where can I find more information about this career?
16. What salary can be expected for a person with no experience, with a few years experience, or with many years experience?
17. Are there any fringe benefits?

VEHICLE DAY

EVALUATION

What I liked:

Things that could be improved:

Comments:

REACTIONS TO VEHICLE DAY

As a participating Parent:

What fun! A few hours (only too short) spent watching students from Atkinson (K through 8) gather around representatives from every type of career; and to watch the sharing of pride, wonder and knowledge concerning that particular vehicle's function, daily, in a routing day in our city. The smooth, eight-month planning blossomed into a "grand" learning experience for students, businessmen, teachers and Parents.

As a participating Exhibitor:

Boy! When Atkinson School plans something, you do it up in grand style! I am pleased to have been a small part of your Career-Education Day. You were so well organized, the student body so responsive that the time simply flew by! Before I realized what was going on, the afternoon was all over. Other exhibitors with whom I had the opportunity to discuss the afternoon, felt as I do . . . Please include me if you are planning another "Career Education Day" of this type.

As a participating Student:

What's Happening May 18

This was the first sign to us students that something special was going to happen. This was our second clue that something really special was going to happen . . . and this was "proof" that something really, really special was happening. It was a very enjoyable experience . . . Tri-vets - fire trucks - sign trucks - and each one with his own enthusiasm about his business. It was Great!!!

As a participating Teacher:

Vehicle Day on May 18 was a day eagerly anticipated and thoroughly enjoyed by everyone at Atkinson School. Students were able to learn about the tasks and responsibilities of various careers and how the vehicles that were seen related to these careers. Many of our students were busy carrying out special activities on May 18, also. They were asked to make posters, signs and name tags, plan and serve refreshments to our guests, and the student hosts and hostesses assisted each guest and helped them have a pleasant visit with the students of Atkinson School.

VEHICLE DAY

SAMPLE LETTER TO VEHICLE OWNER

Thank you for your willingness to participate in the _____ School "Vehicle Day." This is a total school project, involving grade levels _____ through _____ and will take place on _____, from _____ to _____.

You will give the students an opportunity to discover the purpose and the function of many vehicles commonly seen in our community and will create for them an awareness of the need for vehicles in everyday life.

Approximately ____ vehicles will be on display. The students will visit each vehicle by classroom and by grade level. Each classroom will be guided by a room mother and a teacher. There will also be student hosts/hostesses placed in various areas for your convenience.

You will be receiving a follow-up letter explaining the vehicle placement and the organization of the activity. If you have any questions or concerns, please call at any time.

Sincerely,

VEHICLE DAY

SAMPLE PARENT HOST/HOSTESS MEMO

Parents, you are an important part of Vehicle Day. We are looking forward to a fun as well as instructional afternoon. Come as soon after 12:30 as possible and find your assigned station. Students are to stay with their class and homeroom teacher. Only students with badges will be away from their group.

For safety reasons Primary children, dismissed at usual time, will leave by the Division Street door (front) and go straight home without returning to the vehicle area. Grades 4 - 8 will return to their classrooms at 3:00 and will evaluate Vehicle Day until 3:15, the dismissal time for that day. That procedure will give the vehicles an opportunity to depart without children in the area.

Your task is a public relations one:

1. To keep our guests, the vehicle drivers, happy and see to their needs. There will be a student assistant at each station to assist you, run errands, etc.

2. To be at the station assigned you. Please protect the vehicle as needed and assist the driver as he presents his job to the students. Assist the teacher in encouraging student listening while driver is talking.

3. To see that student assistant serves coffee and cookies to the driver and you.

4. To ask Unit leader for assistance if needed.

5. To plan for official badge distribution.

6. To visit other vehicles as planned on May 15.

7. a. To introduce yourself to driver. Find out what his name is. (Write it down and give to Area leader before you leave.)

   b. To thank your guest for coming and contributing to the education of our children.

VEHICLE DAY

STUDENT ASSISTANTS

Student assistants, you are an important part of Vehicle Day. We are looking forward to a fun as well as instructional afternoon. It will be your duty to see that the afternoon runs smoothly. Thank you for your participation.

1. Check points

   1.1 Station Assignments - Be sure you know where your assigned station is. You will need to leave class at _____ (not earlier) to be at your assigned station.

   1.2 Badges - Be sure you have your badge of identification.

   1.3 Charts/Posters - Be sure you have placed the right vehicle charts in the right area. Have you the right number of vehicle placements in your area? Have you made enough posters?

2. Area Student Assistants

   2.1 Area A -
   Area B -
   Area C -

   2.2 Place the _____ for vehicles by _____. Check with master plan for correct placement. Ask two assistants in your area to help you.

   2.3 Be at your assigned area at _____ to help as needed - possibly by the entry sign until vehicles are in.

3. Procedures

   3.1 Only students with official badges are to be out of class to help.

   3.2 All students with badges are to stay at their stations to be of help to assigned guests. Do not try to get with your friends during this time. Impress on your guest you are the "host/hostess with the mostest."

   3.3 If your guest and adult host/hostess desires coffee and cookies, it is your responsibility to get refreshments for them.

   3.4 Help protect the vehicles from abuse. Ask the driver what he would like you to oversee.

   3.5 Thank your guest and host/hostess for coming. Return to your home room at _____. Do not stay out to watch vehicles leave.

4. Public Address System

4.1 Set up public address system outside.

4.2 _____ will be operator.

4.3 Have a record player available.

VEHICLE DAY

VEHICLE DAY WORKER'S RALLY

Agenda

_____ _____ _____
Date Place Time

Please go to assigned area:

I. Students II. Parents III. Teachers

Greetings: _____
Principal

3:20 - 3:45	Area Meetings	
	Students -	, Leader
	Parents -	
		, Leaders
	Teachers -	, Leader
3:45 - 4:15	Total Group Meeting	
	Leaders summarize responsibilities	
	Question-Answer period	

ON TO VEHICLE DAY - _____ _____
Date Time

VEHICLE DAY

SAMPLE PRESS RELEASE

April 17, 1986

_____ School "Vehicle Day" is a total school project, involving grade levels through _____. It will take place on _____, from _____ to _____.

The students will have an opportunity to discover the purpose and function of many vehicles that are commonly seen in our community and will create for them an awareness of the need for vehicles in everyday life.

Approximately 30 vehicles will be on display. Each of the vehicles will be accompanied by a representative to discuss uses and answer questions the students may pose.

The students will visit each of the vehicles by classroom and by grade level. Each of the classrooms will be guided by a teacher and a room mother. There will also be student hosts and hostesses placed in various areas for assistance.

_____, a teacher at _____, scheduled and coordinated the activity.

Contact: _____
Name

_____
School

_____
Address

_____
Zip

_____
Phone

CAREER GUIDANCE ACTIVITY

TITLE: Career Fair/Days

GRADE LEVEL: All Levels

OBJECTIVES OF ACTIVITIES: To show the relevance between school and the world of work.

TIME: Three hours

MATERIALS:

PROCEDURES:

1. Steering Committee
   a. Since preparing for and conducting a career day requires much time and effort, it is advantageous to select a steering committee consisting of the career ed. coordinator, media specialist, administrator, students, community representatives, and several teachers.
   b. Preparing a time line can assist in dividing responsibility and in providing a checklist for the numerous details involved in the planning.
2. Selecting Speakers
   a. Student surveys indicating areas of interest will provide the committee with suggestions for speakers.
   b. An excellent source for resource persons is the File of Community Resource Volunteers (CRV) published by the Additions office. To request a resource person, check the CRV catalogue and follow referral procedures accordingly.
   c. Other sources to consider in selecting speakers include:

      Chamber of Commerce, Neighborhood Booster organizations, Area Vocational Schools and Colleges/ Universities, Field Trip contacts, parents and/or guardians of students.

d. After initially contacting the speakers, follow up with a letter confirming date, time, length of presentation, and subjects to be addressed. It is wise to include a directional map to the school.

3. Scheduling Students

a. After the speakers are confirmed, students should be permitted to select and schedule the sessions they wish to attend unless the classroom presentation format is used. Once the students are scheduled participating teachers should be given a list of the students who will be in their classroom for each session.

b. Scheduling through the computer, if one is available, facilitates the process.

4. Evaluation

Evaluations are important in determining the effectiveness of the Career Day and in detecting procedures that need improvement. Students, teachers, as well as speakers should be asked to complete an evaluation.

5. Thank-you Notes

Following Career Day, thank you notes should be sent to the speakers as well as members of the committee and others who assisted such as the lunchroom manager, secretaries, etc. If resources are available certificates of appreciation might be distributed to all involved.

6. Suggested Activities

Activities conducted in the classroom both before and after will reinforce the career day itself. Following are suggested activities:

- Have informal class discussion sharing career information
- Conduct individual research on career areas of interest
- Arrange for job shadowing
- Design a bulletin board or display depicting various career areas

CAREER FAIR/DAYS

FACULTY BULLETIN

Career Day will be held this year on _____. The students will be receiving a slip which they will use as a ticket of admission to the Career Sessions.

The students will go to three successive career sessions that they have chosen. Please check each student's slip as he/she enters your room to verify correct room. Please do no allow students in your room who do not have that topic listed for that session. Students without a slip at all should report to the library.

The career speakers we would like you to host are _____ Session 1, _____ Session 2, and _____ Session 3.

Thanks for your cooperation; we appreciate your help.

SAMPLE STUDENT LETTER

Students:

The Career Day Fair Committee of _____ School is sponsoring a Career Fair _____. During three sessions there will be community and business people at school to speak with you.

The procedure for selecting your choice of resource people as follows:

1. Look over the attached list of jobs and careers.

2. Select three (3) careers that you are interested in. At the bottom of this page you will find three (3) tickets. Write your name, career choice, and room number for each career selected. For instance: If you are interested in architecture, court reporting, and paramedic, then it would be listed as:

   1st Session - Architecture - Room 101
   2nd Session - Court Reporting - Room 600
   3rd Session - Paramedics - Gym

On Friday, March 12, the forms will be returned to you at the beginning of the day. These will be the tickets that will record your attendance for the three (3) periods.

We are looking forward to a fantastic day and hope that you will be aware of the many jobs available and take advantage of the wealth of information that will be presented by these resource people.

Name _____	Name _____	Name _____
Second (2nd) Period	Third (3rd) Period	Fourth (4th) Period
_____	_____	_____
Career Choice	Career Choice	Career Choice
_____	_____	_____
Room Number	Room Number	Room Number

CAREER FAIR/DAYS

SAMPLE STUDENT SELECTION SHEET

Name _____ Home Room Teacher _____

From the list below, select your first, second, third and fourth choices of speakers you would like to hear on _____.

Speaker Topic	1st	2nd	3rd	4th
ACCOUNTANT				
ARCHITECT				
AIRPLANE PILOT				
ATTORNEY				
COMPUTER CAREERS				
DISC JOCKEY				
ENGINEER				
FISH AND GAME WARDEN				
LEGAL SECRETARY				
MECHANICS				
MODEL				
NURSE/DOCTOR				
PARAMEDIC				
PHOTOGRAPHY				
SOCIAL WORKER				
VETERINARIAN				
WRITER				
RESTAURANT MANAGER				
FIRE FIGHTER				

DO NOT WRITE BELOW THIS LINE

CAREER FAIR/DAYS

IN-HOUSE SPEAKER CONTACT

Mr.
Ms.
Mrs.
Miss
Dr.
Prof.

Speaker Name: _____
First Middle Initial Last

Speaker's Business Position _____

Company Name _____

Business Address _____

City, State, Zip _____ Phone _____

***If business information is not available, fill in next 2 lines:

Home Address _____

City, State, Zip _____ Phone _____

* *

Career _____

Which sessions will speaker attend? (please check each)

Check here	Session	Time	Must check in by
_____	1st		
_____	2nd		
_____	3rd		

* *

Date contacted by phone: _____

Date confirmation sent: _____

Equipment requested: _____

Reminder call date: _____

Thank you letter: _____

Date: _____

Dear: _____

Thank you for your willingness to participate in our Career Day, _____.
Date

The objective of these presentations is to help students realize that everyone works and that all work has value. We will be exposing students to a wide variety of occupations. Through this experience hopefully, students will begin to see some relevance to their current education program.

You might want to bring pamphlets or other materials to augment your presentation. Tools of the trade, if practical, always add to a delivery. Some of the things we would like to hear, are as follows:

Brief description of the work
Attitudes, aptitudes or skills important for the job
Rewards of the work besides the financial which often your people consider first
The outlook for this work
Changes taking place in equipment and training requirements
Special preparation needed after high school
Relating career work to what these students are doing now in school

The format will be as follows:

Meet in library between _____ for beverage and rolls. A student guide will meet and direct you to your assigned room at _____.

Session #1 minutes
#2
#3

A teacher will be with you in your assigned room at all times. Should you require a projector or other special A.V. equipment, please call me several days in advance so I can be prepared with what you need, _____.
Phone

If you haven't already participated in a Career Day, I believe you will find acting as a role model for our young people a most rewarding experience. Thank you again for agreeing to come _____.
Date

Sincerely,

CAREER FAIR/DAYS

SPEAKER: _____

PLACE:

DATE:

TIME: _____ SUBJECT: _____

SUGGESTED OUTLINE FOR SPEAKER

1. Description of the Occupation

    a. Nature of the work - hours, working conditions
    b. Attractive features - associations, social status
    c. Undesirable features - hazards, strains
    d. Present outlook - demand and supply

2. Requirements of the Occupation

    a. Education and training - amount, type, time, expense, school subjects most essential
    b. Personal qualifications - any special demands, physical, mental, etc.

3. Rewards of Occupation

    a. Personal satisfaction - service to others, associations, prestige, self-expression
    b. Security - pensions, retirement allowance, tenure, vocations
    c. Opportunity for advancement
    d. Possibility for transfer to other related vocations
    e. Renumeration
        1. How paid - salary, commission, hours
        2. Hours - permanent - availability

4. Reasons the speaker chose the career

5. Question and answer period

SCHEDULE

There will be three sessions of about _____ minutes each:

8:56 - 9:38 _____
9:42 - 10:24 _____
10:28 - 11:10 _____

You are assigned at the time and session listed above. Please arrive approximately 10 minutes early so student assistant can take you to assigned room. Room assignments will be given when you arrive and are met by _____.

We encourage you to bring any slides or materials you feel will be helpful in presentation. If you have any questions, please feel free to call me.

CAREER FAIR/DAYS

SPEAKER'S GUIDE

(This might be used as an outline for the speaker)

1. Indicate the company you work for, its purpose and how many jobs there are in the company.

   a. Number of different jobs.

   b. Number employed in each job title.

   c. Kinds of work performed.

2. Employment Requirements

   a. What are the educational and training requirements?

   b. How long does it take to learn how to do this kind of work?

   c. How old must one be to get a job of this kind?

   d. What are the physical requirements for the job?

3. Working conditions

   a. Is it indoor or outdoor work?

   b. Is the work seasonal?

   c. What hours do you work?

   d. What are the weekly or monthly earnings?

   e. Is there any special clothing or equipment you wear?

   f. How much vacation time?

4. Employer - Employee Expectations

   a. Dress and appearance.

   b. Responsibility and authority.

   c. Attitude and mutual respect.

   d. Interpersonal relationship.

CAREER FAIR/DAYS

INDUSTRY REPRESENTATIVE'S EVALUATION FORM

Name _____ Industry _____

Job Title _____

School _____ Date _____

	Fully		Partially		Not at all
1. Did the students respond readily to your initial comments:	1	2	3	4	5
2. Did the students' questions reflect an interest in your occupation?	1	2	3	4	5

3. What questions did the students ask to which you had no answers?

_____

_____

4. What additional information should be made available to the students concerning your occupation or industry?

_____

_____

5. Was there any information you should have had beforehand that would have made your presentation easier?

_____

_____

6. Additional comments:

_____

_____

_____

EVALUATION CAREER DAY

(May be given to both faculty and students)

Please evaluate the sessions you were able to attend, so that we might know effectiveness of the resource person for a future program.

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Additional comments regarding assemblies, arrangements, etc., for future Career Program.

CAREER FAIR/DAYS

SAMPLE THANK-YOU LETTER

_____
Date

Dear

Thank you for taking the time from your busy schedule to visit Robinswood on Career Day _____.

Your presentation played an important role in providing the ninth grade students with career information.

It is the responsibility of educators and the business community to make students aware of the broad range of career possibilities. Many thanks for being a part of this responsibility.

I look forward to working with you in the future.

Yours truly,

NEWS RELEASE

_____ was Career Day at _____ School. _____, Career Coordinator and _____, Counselor, called upon members of the community to come in and talk to students about careers and their advantages and disadvantages.

Over _____ speakers from such varied careers spoke to _____ students for nearly three hours.

The speakers were escorted around the school by student ambassadors and were treated to refreshments.

Career Day was designed to allow students to develop an appreciation for an occupation, to relate academic skills involved in a career, and to determine compatibility between the occupation and personal interests and aptitudes.

Career Day was successful and was informative and enjoyable for all involved.

GUIDELINES FOR REQUESTING CAREER EDUCATION

FIELD TRIP FUNDS

BECAUSE IT TAKES TIME TO PROCESS REQUESTS,

FIELD TRIPS NEED TO BE REQUESTED BY NOVEMBER 15th

STEP 1 Teacher requesting field trip must fill out the REQUEST FOR CAREER EDUCATION FIELD TRIP FUNDS form. Be sure you complete this form on both sides. DO NOT ORDER BUS at this time; just get an estimate of the cost.

STEP 2 Teacher requesting field trip must fill out the P.P.S. Transportation Request Confirmation and Invoice Form TD 5. Complete Section A except for the Bill to Acct. No.

STEP 3 Attach both forms together and send to Cathy Williams at Madison for review and further processing to the Career/Vocational Education office.

STEP 4 Approval or rejection by the Career/Vocational Education office will be sent to Building Career Ed. Coordinator. Approved transportation request will be forwarded to the Student Transportation Department.

STEP 5 Student Transportation Department will send confirmation to the teacher requesting the field trip.

(Sample)

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

REQUEST FOR CAREER ED. FIELD TRIP FUNDS

School Summerville Teacher(s) Mrs. Johnson

Phone 280-1234 3rd Grade

No. of Students Going 30 Date of Trip Feb. 14, 1986

Related to Subject(s) Social Studies, Time Span 9:30a.m. to 12:30p.m.

math, language arts, Transportation Cost $55.00

Consumer ed. Career Awareness Carrier PPS Transportation

Destination Franz Bakery

CORRELATION OF TRIP TO CAREER EDUCATION (Check all that apply)

1. Students will identify and develop attitudes about the world of work.
   - X Identify how work requires individual effort.
   - X Recognize that work requires group participation.
   - X Recognize work as a need of society.
2. Students will acquire knowledge about the world of work.
   - X Identify various tasks of workers.
   - X Identify the difference between production, distribution, and consumption.
   - X Understand the interrelationships of the producer life role to family, citizen, consumer, individual, and learner.
3. Students will identify their individuality and continue to develop a relationship with occupational roles.
   - X Recognize acceptable behaviors of workers.
   - X Identify the physical environment of workers.
   - X Identify strengths and weaknesses as they apply to occupations.

4. Students will develop skills in decision making, communicating, and creating as related to world of work.

X Recognize basic methods of communication that workers must use.

X Identify creativity in many occupations.

X Identify decision-making in the work place.

5. Students will develop physical and mental skills to occupational roles.

X Recognize that work requires certain physical movement or skills.

X Identify how tools are an extension of the body.

X Recognize how classroom-obtained skills are directly related to job performance.

FOLLOW-UP ACTIVITIES (Explain, please) Class discussion, work sheet regarding above guidelines, art project

****

FOR OFFICE USE

Field trip has been approved for _____ (Date) at _____ (Time).

_____
Destination

Field trip has not been approved because _____

_____

REMINDER:

THE SCHOOL IS RESPONSIBLE FOR SUBSTITUTES AND FOR ORDERING TRANSPORTATION.

CAREER AND VOCATIONAL ED. WILL NOT FUND TRIPS AFTER APRIL 15.

_____ _____
Date P.P.S. C. E. Specialist

I have reviewed this trip. _____
Catherine Williams

_____
Date

Sample

PORTLAND PUBLIC SCHOOLS
Student Transportation Services
2054 N. Vancouver Ave.
Portland, Oregon 97227 249-6901

TRANSPORTATION REQUEST, CONFIRMATION AND INVOICE

A. REQUESTOR

School Summerville
Program Career Awareness/Social Studies
Type Transportation: Field Trip ☒ Athletics ☐ Student Funded ☐
Type trip Student Career Awareness
Destination Franz Bakery
Address N.E. 14th Ave and Everett St.
Special Instructions pick up students in front of building
Load time school 9:30 a.m.
Leave time school 9:40 a.m.
Bill to Acct. No. Elaine in CE/Voc. Ed

Date September, 1986
Requestor Mrs. Johnson
Date needed February 14, 1986
Grade level 3rd
No. of passengers 30 students 1 teacher
Leave time return 12:10 pm
Arrive time school 12:30 pm
Authorized by principal's signature

B. CENTRAL DISPATCH

Date received
Date confirmed
Person notified

Estimated cost
Assigned to by
No. Busses Trip No.

C. DRIVER

Name
No. of passengers

	Mileage	Time	Layover Time
Final			
Starting			
Difference			

Take only ☐
Pick up only ☐
Take & pick up ☐
Take, Stay, Return ☐

D. INVOICE

Bus 1		Bus 2 (if more than one bus used)		
Rate		Rate		Program
Miles		Miles		Date billed
Hours		Hours		Authorized
Total cost		Total cost		Total billing

E. DISTRIBUTION

White: Central Dispatch Yellow/Pink: Contractor Goldenrod: Confirmation Green: Requestor

Requestor: Fill out portion "A", keep copy 5 (Green)
Central Dispatch: Fill in portion "B", send copy 4 (Goldenrod) to school as confirmation, send 2 (Yellow) and 3 (Pink) to contractor, keep 1 (White)
Contractor: Give 3 (Pink) to driver. Driver fill in portion "C", return to contractor, who fills in portion "D" and returns to Central Dispatch, keep 2 (Yellow)

TD-5 3-1-78
67-7192

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

CAREER GUIDANCE ACTIVITY (Sample I)

TITLE: Field Trip Planning

GRADE LEVEL: any

OBJECTIVES OF ACTIVITIES: To plan a field trip using student input to develop the procedures for taking the trip and including identifying three workers at the site.

TIME: Two 30-minute planning sessions plus a follow-up session.

MATERIALS: Various art materials.

PROCEDURES:

1. The teacher and students, through discussion, begin planning the steps needed to take a field trip.

   (a) where
   (b) how
   (c) when
   (d) why
   (e) meals
   (f) clothing
   (g) behavior (responsibility)
   (h) expenses
   (i) emergencies
   (j) first aid (safety)
   (k) personal items
   (l) letter to parents
   (m) transportation granted
   (n) permission granted

2. The teacher and students, through discussion, begin planning the activities to be performed during the field trip.

   (A) Questions to be asked of workers
   (B) Draw a picture when we get back
   (C) Identify three workers to visit

3. Follow-up and complete #2 above with display work. Name three workers seen on the field trip and draw a picture of one of them. Display pictures of workers in the room or hall or ?

CAREER GUIDANCE ACTIVITY (Sample II)

TITLE: People Traits Field Trip

GRADE LEVEL: Any

OBJECTIVES OF ACTIVITIES: To make an on-site observation and be able to participate in an activity that identifies job roles.

TIME: Six hours

MATERIALS: 3x5 cards, props for simulated job sites, tag board, paper, yarn

PROCEDURES:

Before

1. The teacher will arrange for an on-site observation of workers and customers (bank, restaurant, grocery store, department store, etc.).
2. The students will identify, through class discussion, the job roles of occupations to be observed. The teacher will record job roles on an experience chart (see sample).
3. The students will identify traits of people. The teacher will record these traits on experience charts (see sample).
4. The students will match possible traits to specific identified job roles.

During

5. The students will visit an observation site and observe job roles and traits identified in class. (The teacher may want to have individual students or small groups look only for specific job roles and traits.)

After

6. Following the observation, the student will share actual job roles and traits observed. The teacher will complete the experience chart (see sample).
7. The teacher and students will develop a simulated grocery store (or restaurant, etc.) in the classroom providing all job roles observed.
8. The teacher will prepare 3 x 5 cards, each card showing one trait from the experience chart (see sample).
9. The teacher will prepare larger cards identifying job roles, to be worn by students (see sample).

10. Each student chooses a job role to demonstrate. Each student takes a trait card and role plays the job and trait, perhaps with one or two other students acting as a customer.

11. Remainder of the class identifies and discusses the trait being role played.

12. This activity can be continued using different job sites.

Sample of Experience Charts

Comment: The experience charts should be large enough to provide a comparison of before and after the field trip observations.

Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Checker	Fill in this column after returning from field trip.
Manager	
Stock Clerk	
Bookkeeper	
Produce Manager	
Butcher	

People Traits

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Kind	
Talkative	
Loud	
Quiet	
Gentle	
Harsh	
Firm	

Traits Matched to Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Quiet - Bookkeeper	
Firm - Butcher	
Talkative - Checker	

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY (Sample III)

TITLE: Field Trip Summary

GRADE LEVEL: Any

OBJECTIVES OF ACTIVITIES: To summarize a field trip by listing the jobs observed and reacting to those jobs.

TIME: 30 - 45 minutes

MATERIALS: Field Trip Summary Worksheet

PROCEDURES: After taking a field trip, give the students a Field Trip Summary Worksheet to fill out

Name _____

FIELD TRIP SUMMARY

Where did you go?

Name of firm: _____

Name of guide: _____

Date of trip: _____

What do they make (produce) or do (service)?

_____

List the jobs you observed:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Write your feelings about the kinds of jobs you observed:

_____

_____

_____

_____

_____

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SUGGESTED MATRIX

	Kindergarten	1st Grade
September	Family Living K-2.3 Mastery K-5.3	Home is the Center of Learning 1-1.5 Acting Out Behavior 1-3.3
October	Behavior Choices K-1.2 Family Pictures K-1.1	Observing Decisions 1-4.2 Family Collage 1-3.1
November	Flannel Board Comparison Home-School K-3.1 Booklet "Me" At-Home At-School K-3.2	Noodle Necklaces 1-1.1 Worker Attitudes 1-1.2
December	Did You Hear Me? K-4.1	Needs and Wants 1-2.7 Why do I Work? 1-1.3
January	Building Blocks K-4.2	Building Your Own Thing 1-4.3 Involve Me - I Understand 1-2.1
February	Role Playing Family Members K-3.3 Tool Talk K-5.1	Community Workers 1-2.3 Money As A Medium of Exchange 1-2.4
March	Toy Flea Market K-2.2 Telephone Tasks K-1.3	Home Tasks 1-2.2 Let's Play "Money" 1-2.4
April	Paper Plate Traits K-4.3	Tool Bingo 1-5.3 Body Tracings 1-2.6
May	Community Workers K-2.1 Physical Skills and Verbal Skills K-5.2	"Why Not?" 1-1.4 Hi Cat by Ezra Jack Keats 1-5.4
June	Record activities on checklists	

In order to aid coordinators, teachers and Child Development Specialists in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

SUGGESTED MATRIX

	2nd Grade	3rd Grade
September	Why People Work 2-1.2	Map Skills 3-2.1
October	My Jobs at Home 2-2.1	Individual Silhouette 3-3.1
November	An Imaginary Field Trip 2-2.6	Popcorn's-A-Poppin' 3-2.4
December	Family-School Comparison 2-3.1	Space Travel 3-1.2
January	School and Jobs 2-5.1	Physical Environment Occupations 3-3.2
February	Building Your Own Thing 2-4.4	Who Moved? 3-5.1
March	Life Role Collage 2-3.2	Worker Messages 3-4.1
April	Basic Skill Development 2-3.2	Photo Essays 3-1.1
May	Creative Occupations 2-4.3	Kid Power 3-4.2
June	Record activities on checklists	

In order to aid coordinators, teachers and Child Development Specialists in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

KINDERGARTEN

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Suggested Activity Kindergarten

K-1.1 - Family Pictures
K-1.2 - Behavior Choices
K-1.3 - Telephone Tasks

CAREER GUIDANCE ACTIVITY

TITLE: Family Pictures

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To identify the role of each family member.

TIME: Three 20-minute periods.

MATERIALS: Drawing paper, crayons, a number of labels for each of the following: Mother, Father, Sister, Brother, Grandfather, Grandmother, Aunt, Uncle.

PROCEDURES:

1. Provide each student an opportunity to draw a picture of their family, identifying each individual in the picture with the appropriate title (Mom, Dad, Sister, Brother, etc.).

2. Discuss the role of family members within the home.

3. In groups of three to five, the students will share their pictures and describe family member's roles.

CAREER GUIDANCE ACTIVITY

TITLE: Behavior Choices

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To demonstrate and discuss choices of alternative behaviors and attitudes.

TIME: 30-45 minutes.

MATERIALS: Story Situations (see samples)
4 colored cards per student (1 blue, 1 red, 1 yellow, 1 white)

PROCEDURES:

1. Provide each child four cards (one red, one blue, one yellow, one white).
2. Tell the class that you are going to read them some short stories and they will have a chance to tell what they would do in the story.
3. Read a short story (see sample episodes), and the optional behaviors. (New episodes based upon actual incidents in the classroom, on the playground, etc., may be developed.)
4. Ask the students to indicate what they would do (which optional behavior they would choose) by holding up one of the colored cards. (First choices should always remain red, second choices should remain blue, etc.)
5. When all students have indicated a choice, have the students tell what they chose and why.
6. Discuss the attitudes demonstrated in the above activity.

SAMPLE STORY SITUATIONS

You are playing with 10 blocks and someone takes 5 of your blocks. What would you do?

- Cry?
- Take them back?
- Let them keep them?
- Something else?

Teacher Dialogue: "If you think you would cry, hold up RED. If you would take them back, hold up BLUE. If you would let them keep them, hold up YELLOW. If you would do something else, hold up WHITE."

You are a new person coming into the class. All the other children are doing three different things. The teacher says you can do any of the three things. Would you:

- Join the group that is playing with blocks together?
- Join the group that is painting a picture together?
- Look at a picture book at your desk alone?
- Do something else?

You are coloring at your desk. The person next to you needs red but doesn't have it. Would you:

- Let him use your red?
- Tell him to go get one from the teacher?
- Do nothing?
- Do something else?

You go to the restroom. Two kids are drawing on the walls with ink pens. They give you a pen. Would you:

- Join them?
- Tell them to stop?
- Tell the teacher?
- Do something else?

CAREER GUIDANCE ACTIVITY

TITLE: Telephone Tasks

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To identify tasks which require individual effort.

TIME: Three 30-minute periods.

MATERIALS: Teletrainer or toy phones (optional)

PROCEDURES:

1. Discuss good telephone manners and appropriate use of the telephone.
2. Students practice telephone manners and procedures.
3. Have students make an actual call to gather one piece of specific information.

   Examples:
   - Daily weather forecast
   - Correct time at the time of the call
   - Number of people working in a specific business
   - Cost of a hamburger at a restaurant
   - Find out if an ice cream store has licorice ice cream
   - Arrival time of a bus from another specific city

4. Provide student time to use the school office phone (if practical) or Teletrainer to place a call.
5. When the phone call is finished, discuss:
   - Were you able to complete the task without the help of another person?
   - Are there other tasks you can complete without the help of another person?
   - Could you do another telephone task by yourself?
   - What are some tasks people do alone?
   - Are there work tasks you an complete at home? School?
6. With parents' permission, assign students the task of making a call from their home phone. Discuss their experience the following day.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

KINDERGARTEN

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Suggested Activity Kindergarten

K-2.1 - Community Workers
K-2.2 - Toy Flea Market
K-2.3 - Family Living

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Community Workers

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: Begin to identify workers in the community.

TIME: 15-20 minutes per day

MATERIALS: Pictures of community workers

PROCEDURES:

1. The teacher will provide a box of pictures showing various community workers (police officer, firefighters, nurse, etc.).
2. Individually, students select one picture from the box.
3. The students may gain information about the occupation by asking the teacher three to five questions.

CAREER GUIDANCE ACTIVITY

TITLE: Toy Flea Market

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To give children an opportunity to learn how to barter.

TIME: 45 minutes

MATERIALS: Each child brings to school a toy he no longer wants.
Slips of paper
Felt pen
Straight pins and rubber bands

PROCEDURES:

1. Each toy will have a slip of paper on it with the name of the child who is the current owner. (Use straight pins or rubber bands.)

2. Children begin bartering and when an agreement has been made, name slips are exchanged with the toy.

3. Each toy may be bartered several times or not at all.

This is for keeps -- Students will take home their new toys at the end of the day.

CAREER GUIDANCE ACTIVITY

TITLE: Family Living

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To demonstrate that family members have to work together.

TIME: 1 hour

MATERIALS: Crayons
18" x 24" paper

PROCEDURES:

1. Have children pantomime some of the things the various family members do for the family.

2. Fold an 18" x 24" sheet of paper. On one half, color a picture of a way they can help others in the family. On the other side of the paper color a picture about a time they should have helped but didn't.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

KINDERGARTEN

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY
AND CONTINUE TO DEVELOP
A RELATIONSHIP WITH OCCUPATIONAL ROLES

Suggested Activity Kindergarten

K-3.1 - Flannel Board Comparison Home-School
K-3.2 - Booklet: "Me at Home/at School"
K-3.3 - Role Playing Family Members

CAREER GUIDANCE ACTIVITY

TITLE: Flannel Board Comparison Home-School

GRADE LEVEL: Kindergarten

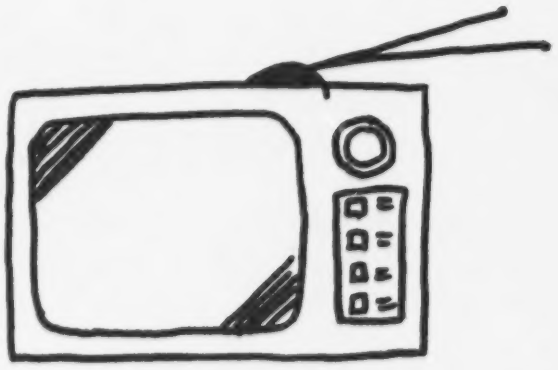
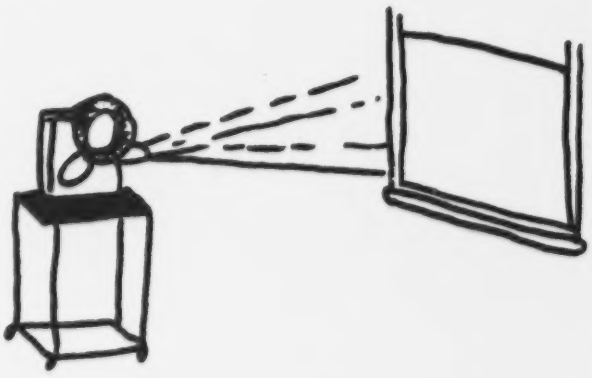
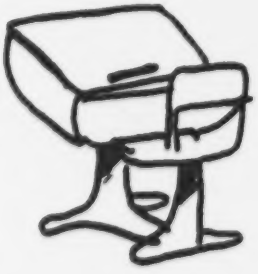
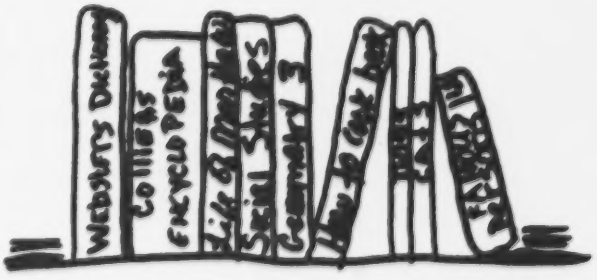
OBJECTIVES OF ACTIVITIES: To identify and categorize objects found at home and at school.

TIME: 30 minutes

MATERIALS: Flannel board and flannel board pictures (see attached)

PROCEDURES:

1. Pass out flannel board pictures (see attached sample).
2. Ask volunteers to raise hand if they have a picture of something that belongs "at home."
3. Have students, one at a time, place their pictures on flannel board, discussing each.
4. Do same for "at school" pictures.
5. Have the students identify other ways to classify the pictures. (Things used for play and for work, etc.)

HOME	SCHOOL
	
	
	

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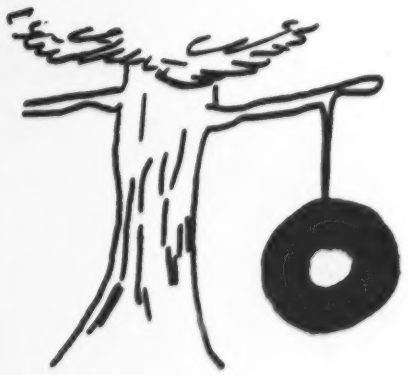	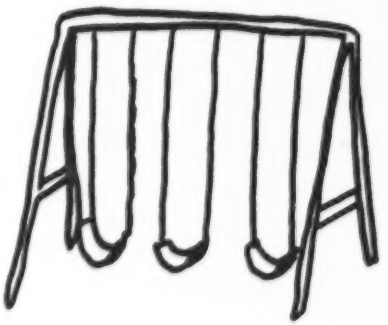
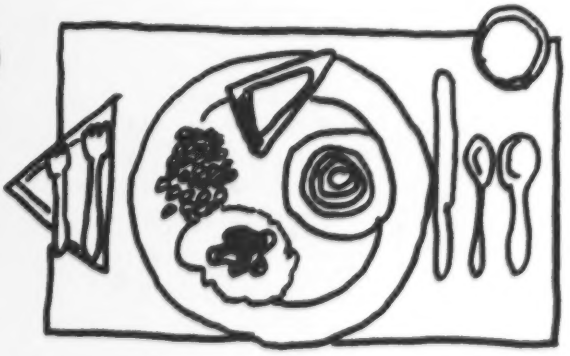	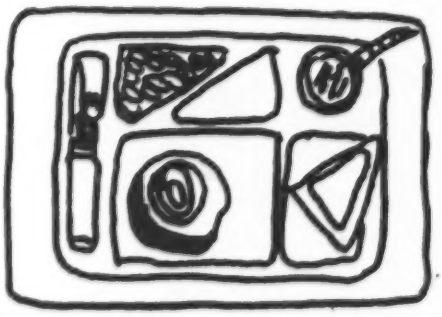
	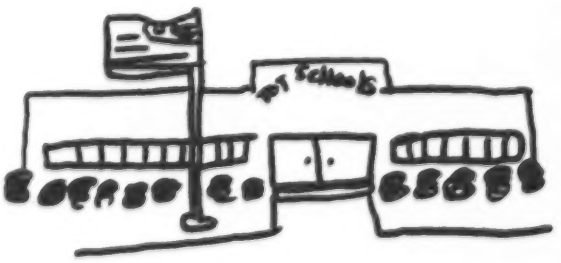

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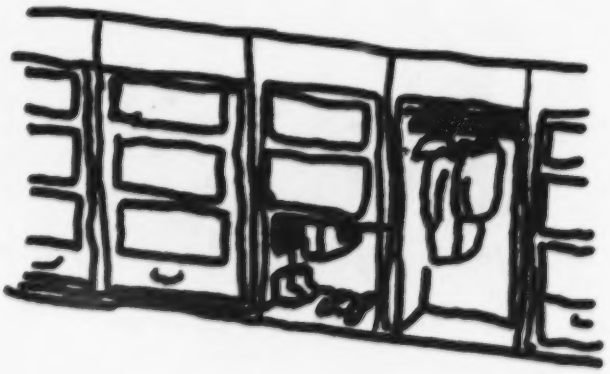
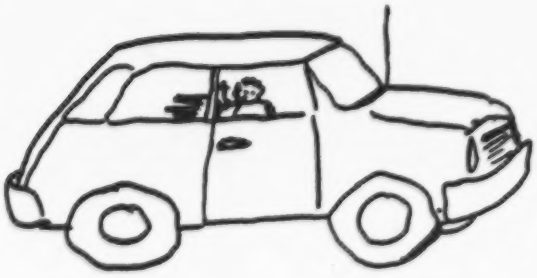
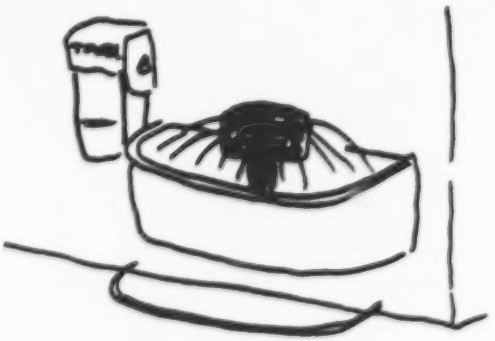






CAREER GUIDANCE ACTIVITY

TITLE: Booklet: Me at Home - at School

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To compare life roles at home and at school.

TIME: Two 30-minute periods

MATERIALS: Paper, Crayons/pencils, Labels (see attached sheet), Scissors, Paste

PROCEDURES:

1. Begin by building the booklet. They should be at least five pages thick, or a page for every two labels (see attached sheet).

2. Paste on the first label. The first one should read "ME - AT HOME." The remaining order will not matter.

3. The student will illustrate the message of the first label.

4. The student continues illustrating each page according to the next label or until he finishes all of AT HOME labels. (The teacher distributes and reads the next label when the child is ready.)

5. The next day the booklet should be turned completely over and the student will continue in the same manner drawing the AT SCHOOL pictures. (Being with ME - AT SCHOOL.)

6. When finished, the booklet will tell a story about the student's life at home and at school.

LABELS FOR BOOKLET

(These are merely suggestions)

1. ME AT HOME
2. MY FAMILY
3. MY HOUSE
4. MY BED
5. MY FAVORITE TOY
6. MY FRIEND AT HOME
7. MY JOBS AT HOME

1. ME AT SCHOOL
2. MY TEACHER
3. MY SCHOOL
4. MY DESK/TABLE
5. MY FAVORITE SCHOOL ACTIVITY
6. MY FRIEND AT SCHOOL
7. MY JOBS AT SCHOOL

CAREER GUIDANCE ACTIVITY

TITLE: Role Playing Family Members

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To role play family members in each life role.

TIME: 30 minutes

MATERIALS: Props such as: hats, clothing, etc., suitable to identify Mother, Father, Sister, Brother, Baby.

PROCEDURES:

1. Discuss the meaning of the words: Family, Citizen, Individual, Producer, Learner, and Consumer.

2. The teacher asks the group for a volunteer to role play FATHER as a family member, as a citizen, as an individual, etc. (Perhaps a different child could be chosen to play each role.)

   Suggestions for role playing:

Producer	- Parents' occupation
Consumer	- Shopping (grocery, clothes, car lot, etc.)
Citizen	- Voting, obeying traffic rules, helping the needy, etc.
Individual	- Hobbies, reading, recreation, etc.
Learner	- Reading, sewing, going to school, etc.
Family	- Family outing, chores, discussions, church, etc.

3. Continue role playing for MOTHER and SISTER or BROTHER.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

KINDERGARTEN

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK.

Suggested Activity Kindergarten

K-4.1 - Did You Hear Me?
K-4.2 - Building Blocks
K-4.3 - Paper Plate Traits

CAREER GUIDANCE ACTIVITY

TITLE: Did You Hear Me

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To follow instructions.

TIME: 20-30 minutes

MATERIALS: Worksheets
Crayons

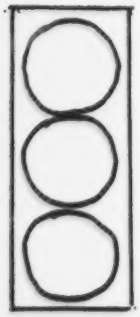
PROCEDURES:

1. Introduce a task to the whole class.

   Example: On a picture of a traffic signal tell the student to color the "STOP" circle red, "SLOW DOWN" circle yellow, and "GO" circle green.

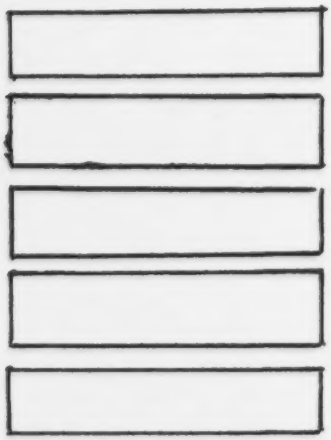
2. Upon completion of the task by the total group, share STOP signs, discuss communication (listening, speaking, understanding, giving instructions, etc.).

SUGGESTED TASKS



Verbal Instructions (not to be on student sheet):

"Color the STOP circle red; SLOW DOWN circle yellow; and GO circle green."



Verbal Instructions (not to be on student sheets):

"Color the NUMBER 1 box red; NUMBER 2 blue; NUMBER 3 green; NUMBER 4 yellow; and NUMBER 5 black."

Verbal Instructions (not to be on student sheets):

"Draw a line from the letter "G" to the square and color it green.

"Draw a line from the letter "B" to the circle and color it blue.

"Draw a line from the letter "O" to the triangle and color it orange."

CAREER GUIDANCE ACTIVITY

TITLE: Building Blocks

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To make individual, small- and large-group decisions.

TIME: 2 hours

MATERIALS: 5 wooden blocks per student
300 lbs. of patience

PROCEDURES:

1. Read the attached paper on learning styles.

2. The teacher should interact freely with the students while they are constructing.

   Phase One: Each student selects five blocks and constructs an object.
   1) Upon completion of individual projects, pairs of students should be organized to develop a joint project.
   2) At the end of this phase, the teacher should discuss with students their interactions while building a joint project. Emphasize cooperativeness, consensus, how decisions were made, etc.

   Phase Two: Allow students to determine the groups of five that they are going to work in. Each student should take five blocks with them to their group of five. The groups should build and object and share their construction with other groups.
   1) Continue class discussions on how each group worked together and try to identify with the students the many ways decisions are made.

   Phase Three: Each child selects five blocks and the whole class meets in the middle of the room to construct a class object. During this phase of the activity, the teacher should interact by asking questions of the group of individuals allowing students to come up with resolutions to their conflicts.
   1. Conduct a classroom discussion that allows students to express their frustrations, successes, failures, concerns, etc.
   2. Repeat Phase Three focusing on a different classroom activity. Example: plan a party; a P.E. lesson; a field trip; etc.

LEARNING STYLES

There are at least four identifiable stages a child goes through when developing patterns of behavior as it relates to social behavior. The same stages can be observed in career development and occupational choice. Employment in a job may require any or all of the identified stages.

Solitary Play

The child has no need to play with others and most contact with his peer group is negotiated by an adult.

Parallel Play

The child is content to play with his objects while close to another child who has his own objects. Usually at this stage, imitation or copying occurs.

Associative Play

Two or more children come into contact as it relates to their toys or objects. This usually involves the taking of the other child's objects. This behavior is normal prior to the development of cooperative play.

Associative play could appear to be cooperative play if children decide to use a similar object together; the key is the withdrawal to their own objects.

Cooperative Play

Children share ideas, toys, objects and feelings in an attempt to complete a common task. The most important part of learning this skill is that there will be disagreements. (Amen!) How you, the teacher, interact with the children will determine their ability to handle future cooperative disagreements.

Blockbuilding as a directed activity by the teacher will not develop children's patterns of behavior. "Directed" means, to me, that the teacher controls the behavior of children by telling the children that they must play with the blocks. The children are also expected to achieve certain teacher-identified outcomes.

A teacher who utilizes nondirective behavior with a child will allow children to develop positive behavior patterns. The teacher proceeds from the child's experience and knowledge level as exhibited by the design of blocks. For example, if a child designs a tower, the process of development is more important than the tower. The teacher becomes the learner and the child becomes the teacher. One responsibility of the teacher is to get the child to talk about the object developed. This is accomplished by asking questions of clarification, not making statements of fact.

Example:

Fact: "You have made a tower."

Question: "What have you made?" "How does it work?"

Before going further, it should be pointed out that blockbuilding is not just for the primary grades. The concepts identified previously are accurate for all levels of development for cooperative and creative thinking.

Learning patterns in children differ. To teach a method or content negates the learning patterns of all children. To explore a concept from the child's viewpoint creates and maintains a positive learning environment.

Blockbuilding can provide children the opportunity for:

- utilization of their own learning style
- application of job skills
- realization of self and others
- participation on the purposeful use of time

The creative use of blockbuilding provides a teacher the opportunity to:

- identify individual student's learning style
- develop, with children, job-related skills
- construct experiences that allow students to participate in the purposeful use of time
- translate social interaction into career guidance activities
- present the initial stages of career development

Taken from: Blockbuilding
Esther B. Starks
Elementary - Kindergarten - Nursery Education, N.E.A. Center
1201 Sixteenth St., N.W.
Washington, D.C. 20036

CAREER GUIDANCE ACTIVITY

TITLE: Paper Plate Traits

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To illustrate and role play a worker behavior trait.

TIME: 3 hours

MATERIALS: 100 paper plates
tongue depressors or sticks
glue
crayons

PROCEDURES:

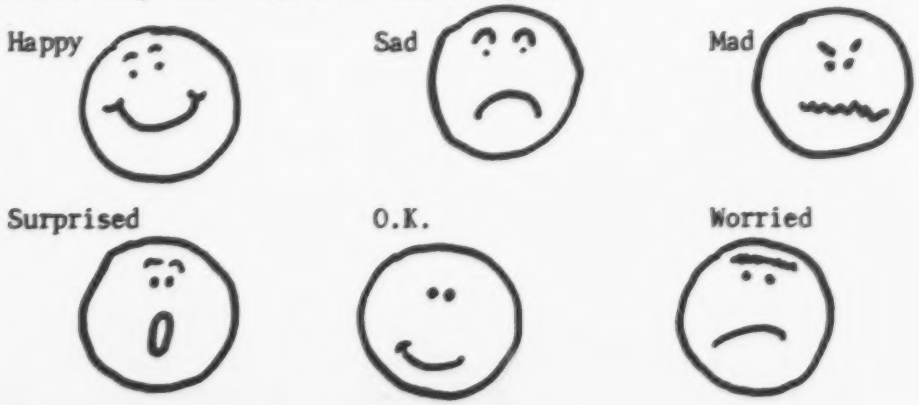
1. Identify and discuss behaviors that help people get along better with each other.

2. Using paper plates, the students will draw pictures of behaviors that help them get along with others and pictures of behaviors that do not help them get along with others. Pictures can be attached to sticks to be used as puppets. See examples at bottom of page.

3. Students will look for school workers exhibiting the behavior traits depicted on the paper plates.

4. Students will be given an opportunity to display their paper plate trait and role play school worker situations where that trait might be found.

5. Each student asks a school worker to draw paper plate faces of behavior traits that help that worker in his/her job.



CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

KINDERGARTEN

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS
RELATED TO OCCUPATIONAL ROLES

Suggested Activity Kindergarten

K-5.1 - Tool Talk
K-5.2 - Physical Skills and Verbal Skills
K-5.3 - Mastery

CAREER GUIDANCE ACTIVITY

TITLE: Tool Talk

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To demonstrate the use of a tool associated with a family member's occupation.

TIME: 30 minutes

MATERIALS: Various tools brought from home

PROCEDURES:

1. Discuss occupations that are held by family members.
2. Students are asked to bring a tool that is used in one of their family member's occupation.
3. Each student shows the tool and demonstrates how it is used in the occupation.
4. After each child has had the opportunity to show and demonstrate a tool, the class could play 20 questions using the following procedure:

   - All tools brought by students are displayed on a table.
   - The student tells the teacher the tool being used. The class does not know which tool it is.
   - The class asks questions that can be answered by yes or no about the tool. Examples: Does it tight? Does it mark? Is it used to repair? Is it used to build? Is it used to fasten things together?
   - After at least 10 questions have been asked by the group, a student may choose to pick up a tool and ask, "Is it a . . . (name of tool chosen)?" If the student is not correct, the questioning may continue or another student may attempt to identify the tool. Once a student has attempted to identify the tool, they may only ask questions until a new game begins.
   - When possible, the student who correctly identifies the correct tool should be given an opportunity to demonstrate the use of the tool.

CAREER GUIDANCE ACTIVITY

TITLE: Physical Skills and Verbal Skills

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To identify workers associated with mimed physical and verbal skills.

TIME: 30 minutes

MATERIALS: 20 pictures of workers

PROCEDURES:

1. Provide pictures of workers in occupations.
2. The class will get into groups of three.
3. Each group will select a picture and prepare to mime, act out, or role play the verbal or physical activity depicted in the picture.
4. The other groups will identify the activities (mimed, acted out, etc.) and match it to the worker.
5. The class will identify pictures of the workers in other occupations that use the same physical or verbal skills depicted.

NOTE TO THE TEACHER: Occupation cards from Peabody Language Kit or DUSO Kit are also available.

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Mastery

GRADE LEVEL: Kindergarten

OBJECTIVES OF ACTIVITIES: To construct a picture book illustrating occupations that utilize skills and movements.

TIME: Ongoing throughout the year

MATERIALS: Physical Skills checklist
Various art materials

PROCEDURES:

1. Identify the physical skills and movements that will be learned or practiced during the school year.

2. Construct a picture checklist of the movement and skills. (See sample) The checklist is hung on the wall and visible all year.

3. As each individual student masters a skill, his/her name is checked off the checklist for that skill.

SAMPLE SKILL MASTERY CHECKLIST

Skill	Dave	Luigi	Lauren	Suzie	John	Mark	Lori	Rosa	Bart	Kim	Nancy
Running											
Sitting											
Throwing											
Catching											
Stretching											
Other											

Additional Skills:

Skipping
Walking
Balancing
Hopping on one foot
Jumping
Bouncing on two feet
Tossing underhand
Bouncing a ball
Rolling a ball
Galloping
Reaching
Stretching
Swimming
Climbing

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES
ABOUT THE WORLD OF WORK

Suggested Activity Kindergarten

1-1.1 - Noodle Necklaces
1-1.2 - Worker Attitudes
1-1.3 - Why Do I Work?
1-1.4 - Why Not?
1-1.5 - Home is the Center of Learning

CAREER GUIDANCE ACTIVITY

TITLE: Noodle Necklaces

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES; To identify activities that require group effort.

TIME: 30 minutes

MATERIALS:
String
Scissors
Large, straight macaroni that can be strung
Food coloring
Spoon

PROCEDURES:

1. The students will get into groups of four

2. Each group is assigned to task of making each person in the group a necklace using the following procedure:
   - 1 Student is giving the string and the task to cut string into proper lengths.
   - 1 Student is given the macaroni and the task of dying the macaroni. (Using a spoon, dip macaroni in food coloring until dyed.)
   - 1 Student is given the task of stringing colored macaroni.
   - 1 Student is given the task of tying the finished necklace.

   Each group will assign the work tasks within their group by reaching an agreement.

3. Groups complete four necklaces.

4. Following the group construction, each student is allowed to complete a necklace independently.

5. In the small groups, students compare and contrast group construction of a necklace and individual construction.

6. As a total class, discuss activities that require total group effort as school, at home, and on a job.

CAREER GUIDANCE ACTIVITY

TITLE: Worker Attitudes

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To participate in a class discussion identifying attitudes each worker needs in their occupation.

TIME: 20 minutes per day for 5 days

MATERIALS: Pictures of workers
Tagboard

PROCEDURES:

1. The class will identify five workers through discussion.
2. Gather pictures or drawings of each worker. Place each picture on an individual experience chart.
3. The students identify the worker (or workers) of the day.
4. The students identify words that describe attitudes, behaviors, traits, etc., that the worker should demonstrate on the job (cheerful, helpful, understanding, angry, etc.).
5. Record words on the experience chart and discuss.
6. After all five are completed, the students compare and contrast workers.
7. The class could choose five more and continue the activity.
8. The students could role play the attitudes listed for various workers.

CAREER GUIDANCE ACTIVITY

TITLE: Why Do I Work?

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To participate in a class interview of a worker to determine the reasons s/he works.

TIME: 1 hour

MATERIALS: Magazines
Art materials

PROCEDURES:

1. The students identify the things they do that are work (drawing pictures, feeding the dog, cleaning their desk, etc.).
2. The students cut out or draw pictures of the work they have identified.
3. Each student chooses one picture and tells the class the reasons for doing that work. Class members can respond, giving their own reasons for doing that work.
4. Each student identifies one occupation whose work is similar to the work identified by the student.
5. One or more resource persons in the occupations identified could be brought into the classroom to identify reasons why they work.

CAREER GUIDANCE ACTIVITY

TITLE: "Why Not?"

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To identify interchangeable parent roles.

TIME: Two 30-minute periods

MATERIALS: Old magazines
Scissors
Paste

PROCEDURES:

SESSION ONE

1. Discuss parents' jobs around home.

2. Students will cut and paste pictures from magazines that illustrate their parents' jobs around the home.

3. The selected pictures should be classified into three areas: Mother, Father, and Joint Responsibility.

4. Students will paste the pictures on sheets of paper titled "Jobs My Mother Does Around the Home," "Jobs My Father Does Around the Home," and "Jobs Parents Do Together."

SESSION TWO

5. Students will share their pictures with each other and compare differences in mother-father roles within families.

6. Discussion should follow explaining that roles within a family are interchangeable.

CAREER GUIDANCE ACTIVITY

TITLE: Home Is the Center of Learning

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To increase awareness that children learn from their parents and other relatives at home.

TIME: 1 hour

MATERIALS: Writing paper
Pencils

PROCEDURES:

1. Ask students: "Have you always known how to talk? How to walk? how to tie your shoes? How to dress yourself? How did you learn these things?"

2. Have each student write a story telling how some member of his family taught him something. Possible titles: Dad taught me to ride a bike; Uncle Joe showed me how to fish; Mother helped me learn to sew; My brother showed me how to whistle.

3. Discuss occupations they can learn at home such as fishing, farming, etc.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 1

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK

Suggested Activity Kindergarten

1-2.1 - Involve Me - I Understand
1-2.2 - Home Tasks
1-2.3 - Community Workers
1-2.4 - Money As A Medium Of Exchange
1-2.5 - Let's Play "MONEY"
1-2.6 - Body Tracings
1-2.7 - Needs and Wants

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Involve Me - I Understand

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To construct an activity booklet in relation to their parents' occupations.

TIME: Ongoing

MATERIALS: Handouts attached (Cover Letter, Permission Slip, Booklet)

PROCEDURES:

1. Explain the interview booklet.
2. Parents will be informed by sending home a cover letter explaining the activity and the booklet.
3. The students will complete the task by following the procedures in the booklet by either an interview or an actual visit.
4. The student will share the results by bringing the booklet back to class.
5. Display student books as they are completed.

NOTE TO TEACHER: The child may do the activity any time during the course of the year.

Dear Parent:

Many children of all ages really do not know very much about their parents' occupations. When a child asks questions about their parents' jobs, they usually forget or misunderstand because they cannot fully understand or visualize many of the aspects and operations of the job.

When a child can be shown and allowed to become actively involved, they will be able to remember and better understand the concepts and importance of your role and other people's roles in the world of work.

For this reason, it would be appropriate for your child to make a visitation with you to your place of work. If the visitation is made interesting and if there is active involvement for your child, they will become more aware of what you really do in your role of work. If an actual visit is not possible, your child can interview you at home by completing the enclosed booklet.

Enclosed in this packet is a list of activities you might consider when taking your child to work with you. These activities are not intended to be all-encompassing, but rather, ideas and activities that, hopefully, will be helpful to you.

You should assess your child's ability and interest before putting them through any activity they cannot perform with some degree of success or with which they will become bored.

Please read through the learning activity packet and then begin making the necessary arrangements for a work visitation for your child.

Date _____

Dear _____,

You are invited to come to work with me on _____, between _____ and _____. I want you to learn about my job and what I do at work.

Before coming to work with me, we will discuss what you should look for and the activities you will be doing. In this way, you will be prepared for the visitation.

I hope you will accept my invitation as I am looking forward to your visit.

Sincerely,

_____
Parent's signature

_____
Teacher's signature

_____
Employer's signature

A DAY WITH MY _____, WORKING AT

_____
(PLACE OF WORK)

BY _____
(YOUR NAME)

MY _____ WEARS THIS TO WORK:

_____

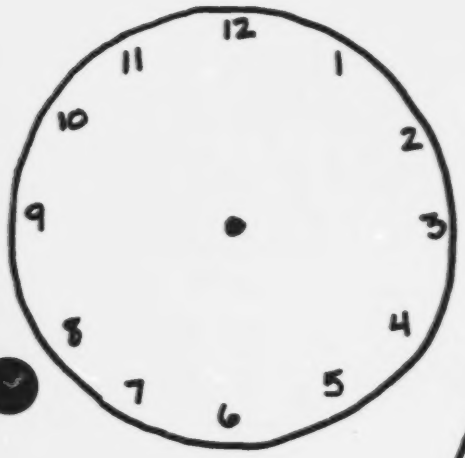
_____

_____

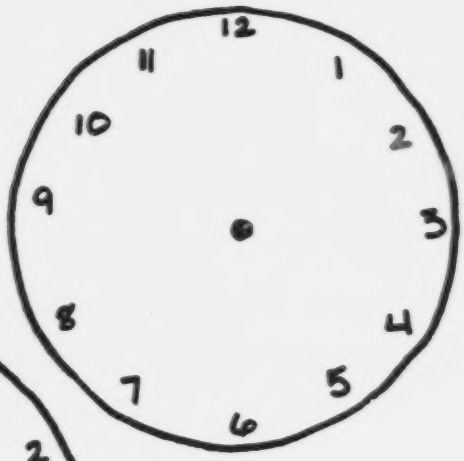
(DRAW A PICTURE)

THIS IS THE TIME:

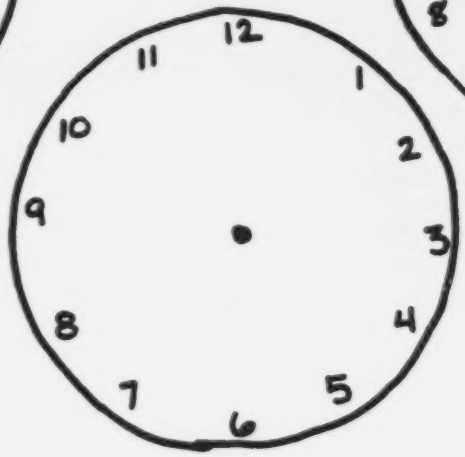
WORK STARTS



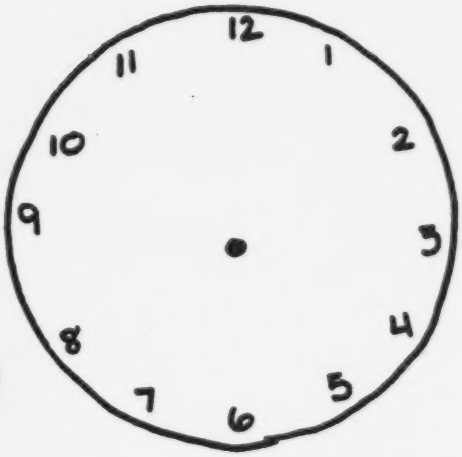
MORNING
COFFEE BREAK



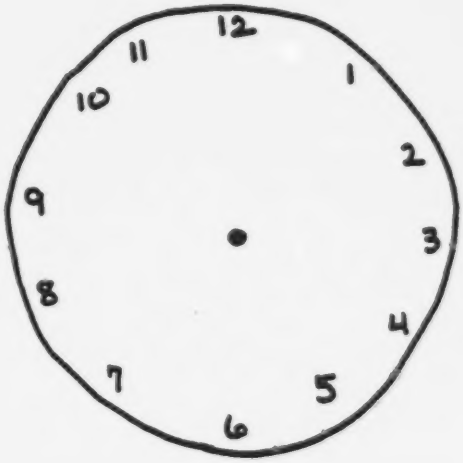
LUNCH



AFTERNOON
COFFEE BREAK



WORK ENDS



THIS IS WHAT MY _____ DOES:

_____

_____

_____

(DRAW A PICTURE)

THESE ARE THE TOOLS MY _____ USES:

_____

_____

_____

(DRAW A PICTURE)

CAREER GUIDANCE ACTIVITY

TITLE: Home Tasks

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To perform and record on a chart three of five daily tasks.

TIME: One 30-minute period

MATERIALS: Home Tasks Chart

PROCEDURES:

1. Discuss responsibilities of being a family member (e.g., cutting grass, running errands, emptying garbage, etc.). Talk about Mom and Dad's responsibilities, student's responsibilities.

2. Discuss possible consequences of NOT being a responsible family member.

3. Students agree on five common tasks all could be doing at home. List on chalkboard.

4. Each student will develop an illustrated chart showing the above five tasks.

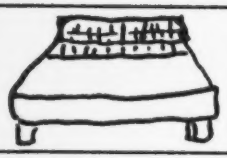
5. The students take the chart home and record daily the tasks performed for a period of one week. They should try to do at least three tasks each day.

6. A follow-up should occur one week later. The students will bring their charts back to school and discuss the tasks completed and the effect on the family.

1-2.2.a

Name _____

TASK CHART

				
SUNDAY				
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				

112

113

107

CAREER GUIDANCE ACTIVITY

TITLE: Community Workers

GRADE LEVEL: 1

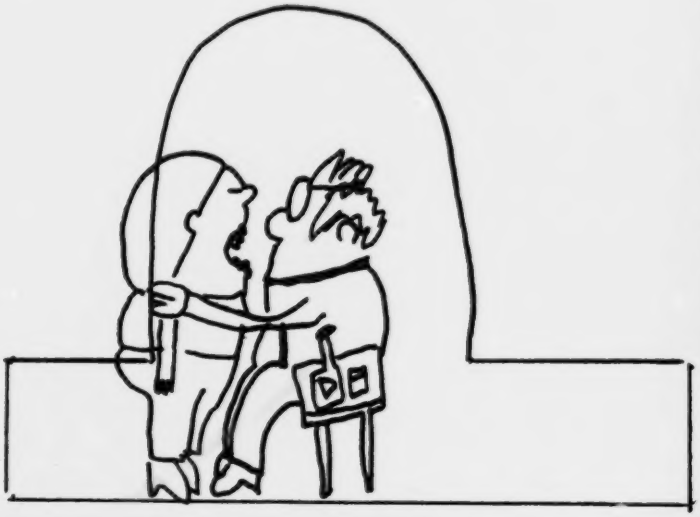
OBJECTIVES OF ACTIVITIES: To identify and role play workers.

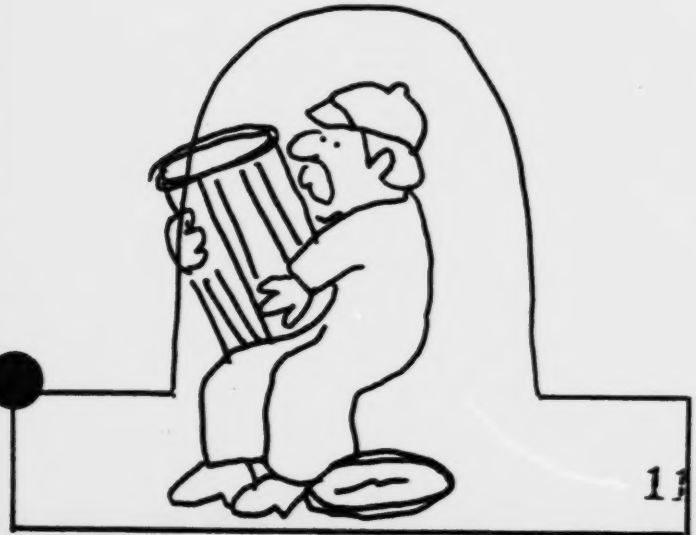
TIME: Two 30-minute periods

MATERIALS: Crayons
Scissors
Attached set of finger puppets

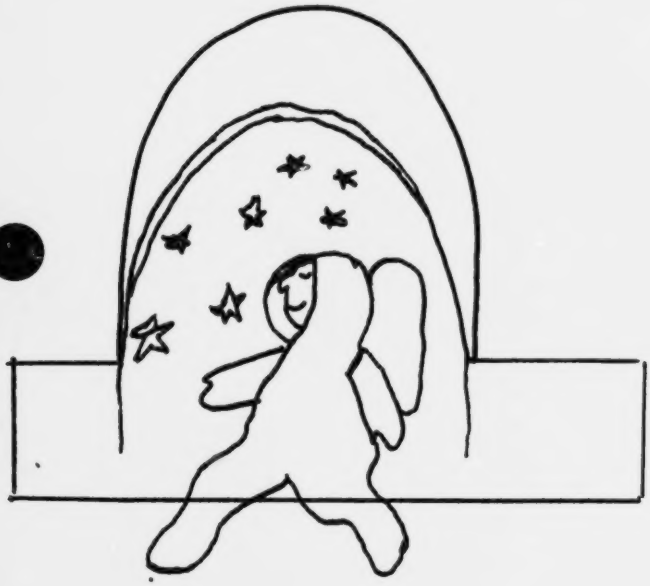
PROCEDURES:

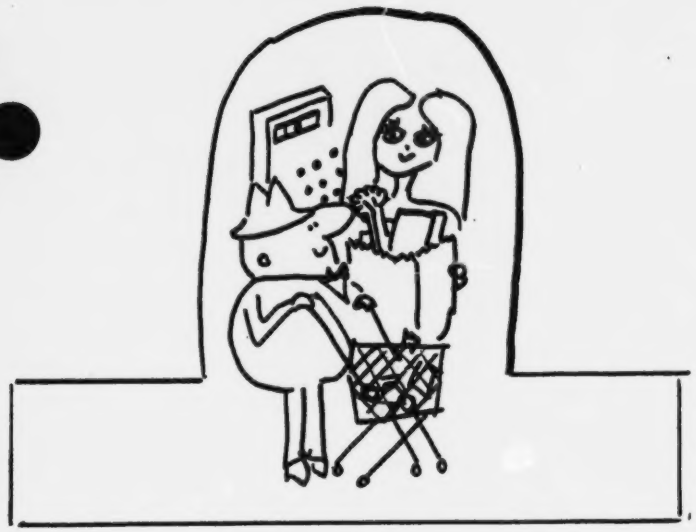
1. Discuss the occupations on the attached sheet.
2. The students color the puppet workers
3. Each student chooses five workers to portray by cutting out the appropriate puppets and by role playing what might happen to each puppet while on the job.
4. As a culminating activity, the teacher displays individual puppets for the students to identify.





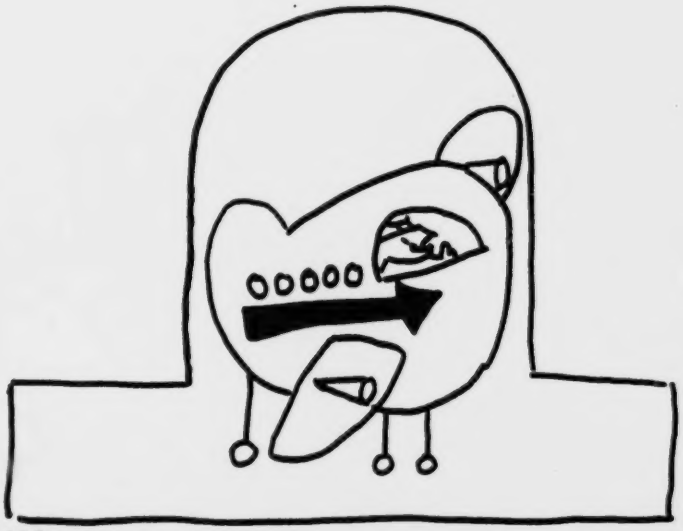
SAVINGS



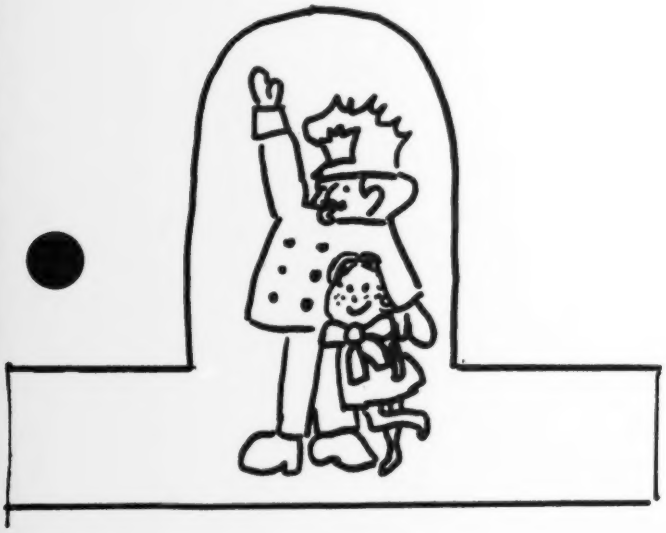


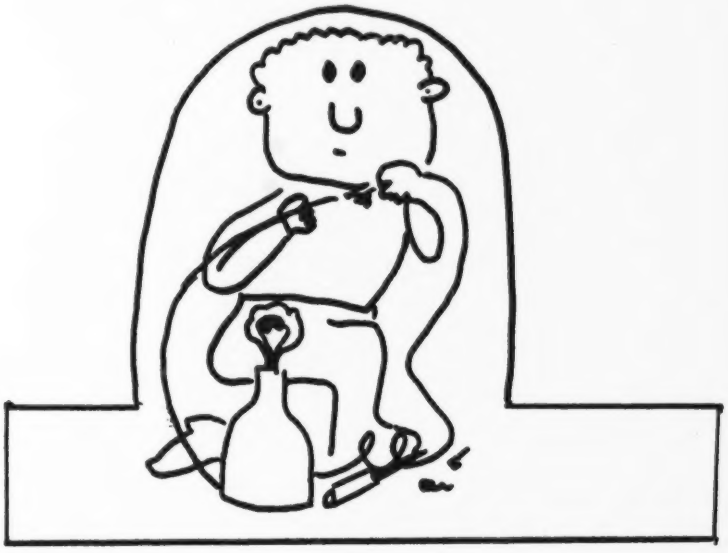
RED

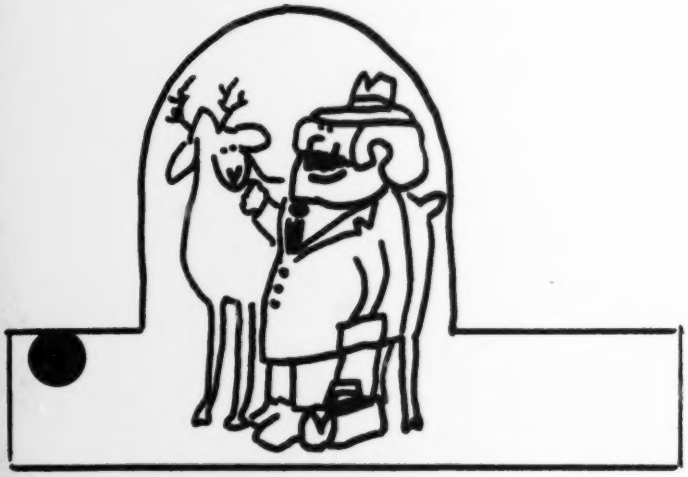
1-2.3.d



1-2.3.e







CAREER GUIDANCE ACTIVITY

TITLE: Money As A Medium Of Exchange

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To demonstrate that using money is more convenient than the barter system.

TIME: 1 hour

MATERIALS: Play money
Objects or pictures of objects to be used in bartering and purchasing

PROCEDURES:

1. Students may act out trading situations where they trade a sack of wheat for lumber, a box of apples for a tool, eggs for a pair of shoes, etc. Bring out the concept that the barter system is cumbersome and money would facilitate the exchange of goods and services.

2. Students may dramatize work-pay-spend cycle. One student who acts the part of the worker gets paid by his employer, then he spends money to buy food or clothing or other items. Set up various situations for this cycle so all student shave an opportunity to participate.

CAREER GUIDANCE ACTIVITY

TITLE: Lets Play "MONEY"

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To use and discuss the use of the tokens in a consumer role.

TIME: Ongoing

MATERIALS: Tokens = beans, buttons, or anything else to represent money

PROCEDURES:

1. Explain to the students that they will receive a token representing money for completing tasks in the classroom. (These tasks could be anything from exercise stations in P.E. to completing a math page.) Show the student the token and define the tasks and the amount of payment for each task.

2. Upon completion of the defined task, the student will receive immediate payment from the teacher.

3. At the end of the work period each student may choose to spend his tokens at play areas, buy cookies, popcorn, see a film, listen to a record, etc. The student may also choose not to spend his/her "money."

4. The cost to play at 1 area is 1 token, see a film - 2 tokens, etc.

5. At the end of the spending period call the students together to discuss that what they just did with their tokens was called "consuming" and that they were called "consumers." Students can discuss their reasons for choosing the activities that they did.

CAREER GUIDANCE ACTIVITY

TITLE: Body Tracings

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To create an interest and awareness in various people and their careers.

TIME: This activity can be done for several days.

MATERIALS: Plain butcher paper folded double (approximately 8 feet total length for each child)
Stapler
Black crayon

PROCEDURES:

1. Discuss "What I Want To Be When I Grow Up"
2. One lies on butcher paper while the partner traces around student's entire body with black crayon.
3. Students cut out own shapes and paint to add distinguishing features to depict their career characters.
4. Each student holds his/her career character and tells the class two or three things about the occupation of this character and says, "Guess what I do?"

NOTE: A clever idea for P.T.A. Open House: Career characters can be taped in students' chairs.

CAREER GUIDANCE ACTIVITY

TITLE: Needs and Wants

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To distinguish between needs and wants and to determine that the consumption of goods and services is limited by income.

TIME: Two 45-minute periods

MATERIALS: Magazines
Pins
Scissors

PROCEDURES:

First Day:

1. Ask a student to name all of the things s/he would like to have. List these things on the chalkboard. Estimate the price of each item and total the list. The class will see that the total is probably more than any of them can afford and that a person cannot always have what s/he wants.
2. Explain that people earn money for the work they do and they use this money, called income, to buy what they need and want.
3. explain that needs are things that people must have in order to live. Wants are more comfortable or more fun.
4. Ask each student to find one magazine picture of something he needs and one picture of something he wants. (This can be done at home or at school. Have magazines available for those who need them.)

Second Day:

1. Place two signs on the bulletin board:
   THINGS WE NEED THINGS WE WANT
2. Have the students, one at a time, pin their pictures under the proper headings.
3. Discuss the groups, and switch pictures as necessary to produce reasonable categories.
4. Help students understand that people usually want the things they need, but they want other things, too.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 1

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES

Suggested Activity Kindergarten

1-3.1 - Family Collage
1-3.2 - Physical Environment Collage
1-3.3 - Acting Out Behaviors

CAREER GUIDANCE ACTIVITY

TITLE: Family Collage

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To discuss and categorize family member pictures according to the life role depicted.

TIME: 15 minutes daily for 5 days

MATERIALS: Paste
Magazine pictures from home
5 tag charts

PROCEDURES:

1. Explain and discuss the six life roles:
   Producer - parents' occupation
   Consumer - shopping (grocery, clothes, car lot, etc.)
   Citizen - voting, obeying traffic rules, helping the needy, etc.
   Individual - hobbies, reading, recreation, etc.
   Learner - reading, sewing, going to school, etc.
   Family - family outing, chores, discussions, church, etc.

2. Ask each student to bring magazine pictures from home showing pictures of a MOTHER - FATHER - BROTHER - SISTER in a life role.

3. Label six large bulletin board-sized charts with a life role, ready for pasting on pictures when children bring them.

4. Each student will paste their pictures on correct chart and discuss them.

5. Make sure there is an assortment of pictures showing the six life roles for those students who might not remember to bring pictures from home.

6. Continue as long as the class shows an interest.

NOTE: The teacher may need to provide time and magazines to complete the lesson within the classroom and to afford every student a chance to participate.

CAREER GUIDANCE ACTIVITY

TITLE: Physical Environment Collage

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To create a collage of workers who keep our physical environment clean.

TIME: 30-minute periods, possibly 2 or 3 times

MATERIALS: Scissors
Paste
Magazine pictures

PROCEDURES:

1. Discuss the quality of land, air and water, and how those qualities affect life.
2. Discuss occupations and workers who keep the land, air and water clean -- e.g., garbage collectors, custodians, forest rangers, etc.
3. Students look through magazines for pictures of these occupations.
4. Students cut out pictures and paste them onto a bulletin board collage.

NOTE: An additional activity could be to interview the school custodian and follow up with an art activity illustrating his/her many useful jobs.

An ample supply of trade magazines should be available to students before beginning this activity.

CAREER GUIDANCE ACTIVITY

TITLE: Acting Out Behaviors

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To identify "helpful" and "non-helpful" behaviors.

TIME: 60 minutes

MATERIALS: None

PROCEDURES:

1. Ask students to select partners. Have each pair of students begin thinking about a "helpful" behavior in the school setting -- classroom, halls, playground, gym, bus stop, etc. After a short time, conduct a classroom discussion on the identified classroom behaviors.

2. Continue procedure #1 identifying "non-helpful" behaviors.

3. Each pair of students will have the opportunity to role play the identified behaviors and the other students will have the opportunity to determine what behavior is being role played.

4. Conduct a class discussion and list all the behaviors portrayed through role playing. The discussion may lead to the effect helpful and non-helpful behaviors have on individuals.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 1

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING,
COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK

Suggested Activity Kindergarten

1-4.1 - Sending, Receiving, Interpreting
1-4.2 - Observing Decisions
1-4.3 - Building Your Own Thing

CAREER GUIDANCE ACTIVITY

TITLE: Sending, Receiving, Interpreting

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To interpret a verbal message, complete the assigned task, and restate the message.

TIME: 15 minutes, ongoing over a period of time

MATERIALS: Cassette recorder, clay, or other art materials as determined by the teacher

PROCEDURES:

1. Record directions for a task on a cassette recorder. Example: "Listen to this tape until you hear the words 'Stop the tape.' (pause) You have earned 10 minutes of art time. (three-second pause) Choose one color of clay from the three that are on the art table. Construct a farm animal. When you complete your animal, show it to me. Stop the tape."

2. When the student brings a completed animal to the teacher, ask the student to restate the message that was on the tape.

3. Additional tapes should be developed by the teacher that are progressively more difficult.

   NOTE TO TEACHER: This activity makes use of the following communication model:

Sending	Receiving	Interpreting	Restating
Speaking	Listening	Extrapolating	Speaking
Writing	Reading	Inferring	Writing
Signaling	Observing	Drawing conclusions	Signaling

   In the above procedures (1, 2, 3), the teacher sends a message, the student receives the message and must interpret it and then act upon it. Finally, the student must restate the message. Restating the message allows the teacher and student to check if understanding of the original message occurred.

4. Have students identify occupations in which these skills are used.

CAREER GUIDANCE ACTIVITY

TITLE: Observing Decisions

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To list at least three decisions made by individuals, the teacher, the class and others.

TIME: Ongoing

MATERIALS: None

PROCEDURES:

1. At the start of the day, ask students to look for a decision that another student makes during the day.
2. At the end of the day, have students identify a decision that they observed another student make. Based upon student input, discuss what determines a decision.
3. Repeat the above for five days.
4. Repeat procedures 1 and 2 for five days having students observe decisions that the teacher makes.
5. Repeat procedures 1 and 2 for five days having students observe decisions that the total class makes.
6. Repeat procedures 1 and 2 for five days having students observe decisions that others outside the classroom make.
7. Toward the end of the year, the teacher may want to repeat this activity observing the effects of decisions made by individuals, the teacher, the total group and others.

NOTE: The purpose of this activity is to observe decisions, NOT to place a value on them such as "right" or "wrong."

CAREER GUIDANCE ACTIVITY

TITLE: Building Your Own Thing

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To compare methods of construction.

TIME: 60 minutes

MATERIALS: Cardboard
Scissors
Glue
Ruler
Pencil

PROCEDURES:

1. Provide each student with a piece of cardboard or tagboard 16" x 22". (The size and type of materials are not important.) It is important that all students have the same amount of materials in the beginning.

2. Tell each student they must construct a house that has three windows and one door. The actual product can be anything as long as each student has completed the given task.

3. Upon completion of the task, students will share their experience of constructing the houses.

4. The class will discuss the variety of ways used to complete the task. Note that all students were given the same materials and task but each chose a different method to complete the task. Discuss creativity; discuss how creativity relates to jobs and working.

5. Continue class discussion on different workers who are involved in construction of a building and the creativity the workers could express.

6. The teacher may wish to repeat the activity having each student use a variety of materials, limiting the students to a selection of four items.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 1

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK

Suggested Activity Kindergarten

1-5.1 - I Moved
1-5.2 - Tool Bingo
1-5.3 - Hi Cat

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: I Moved

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To demonstrate how physical movement or skill is used in an occupation.

TIME: 20 minutes per day for several days

MATERIALS: P.E. equipment

PROCEDURES:

1. The students verbally identify physical skills or movements they are able to do (sitting, running, throwing, etc.).
2. The students demonstrate those physical skills or movements.
3. Teach 3 new physical movements or skills to the class, preferably those not mentioned (pushing, pulling, walking on a balance beam, reaching, etc.).
4. Each student is given the opportunity to choose one physical movement or skill, either known or recently learned, and demonstrate how that movement or skill is used in an occupation (through role playing,k pantomime, etc.).
5. The class should identify other physical movements or skills that could be learned at school.
6. This activity could be continued as long as there is student interest.

CAREER GUIDANCE ACTIVITY

TITLE: Tool Bingo

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To match 9 occupations with their related tools.

TIME: 1 30-minute period

MATERIALS: Occupation cards (to be cut apart by students)
Tool sheet ("Bingo" sheet)

PROCEDURES:

1. Discuss tools and occupations that go together.
2. Students cut the occupation cards sheet into 9 individual squares and place them on their desks.
3. Distribute 1 tool sheet to each child.
4. Explain Bingo rules to the class.
5. Call out the name of an occupation taken from the occupation card.
6. Students find a tool card that matches the occupation called out and place the occupation card on top of the appropriate tool space.
7. Proceed until three tools in a row are covered. The first student to cover three tools in a row calls out "Tool-o!"
8. Students may wish to develop their own Bingo tool sheet.

STUDENT NOTE: Cut these apart and put them on the correct tool when I call out one of the occupations.

OCCUPATION CARD

FARMER

CARPENTER

LIBRARIAN

BALL PLAYER

TEACHER

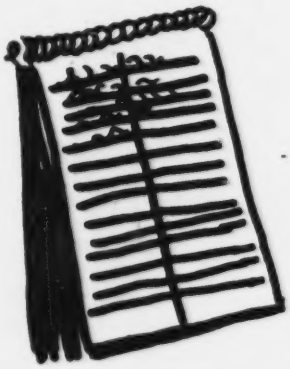
MOTHER

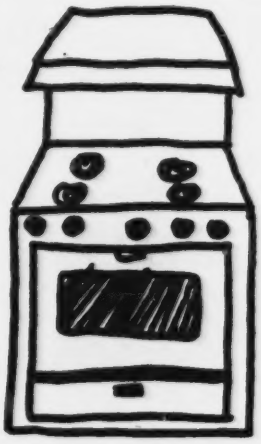
COOK

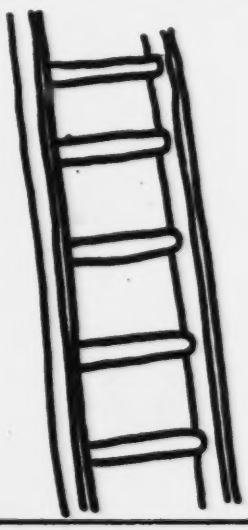
FIREFIGHTER

SECRETARY

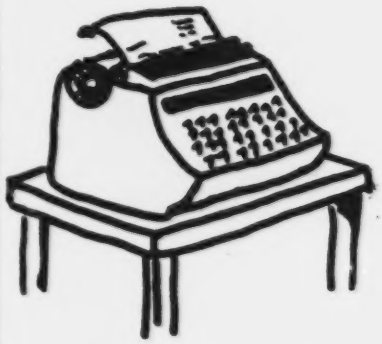
TOOL CARD







TOOL CARD



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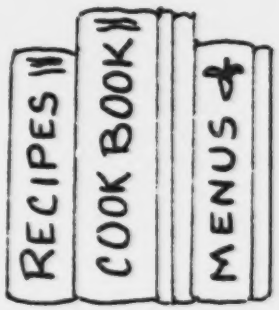
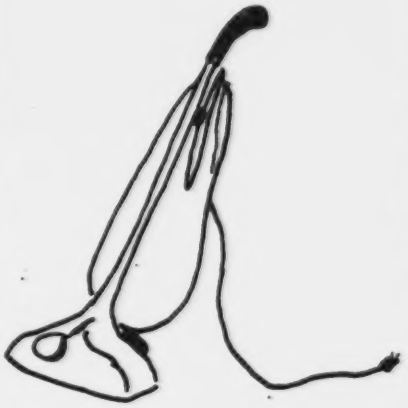
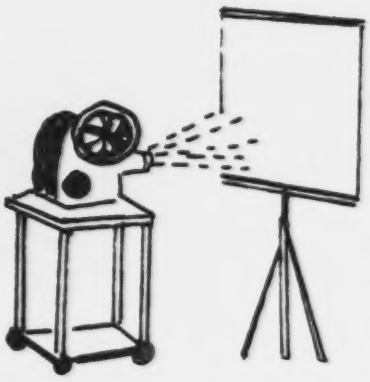
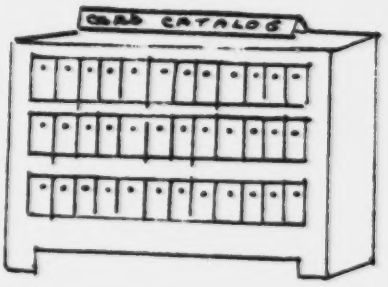
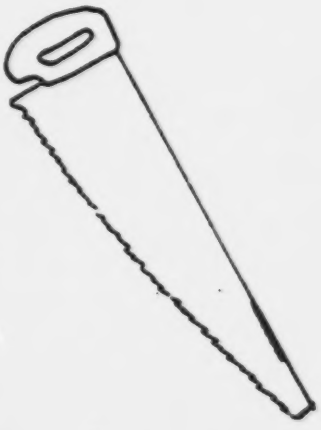

RECIPES
COOK BOOK
MENUS

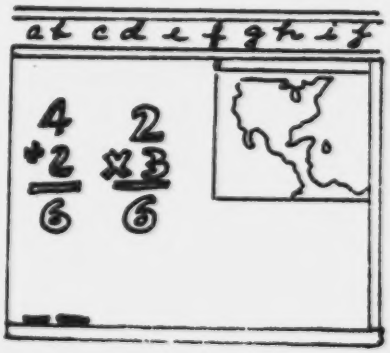
ACE






CARD CATALOG

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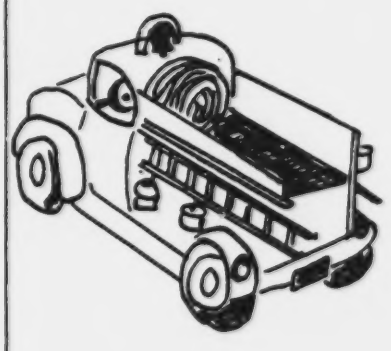
6



CAREER GUIDANCE ACTIVITY

TITLE: Hi Cat

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To identify the school-acquired skills used in planning, advertising, and conducting a pet show and identify occupations that make use of each listed skill.

TIME: 2-3 hours.

MATERIALS: Various art materials, tape recorder, paper, pets.

PROCEDURES:

1. Read Hi Cat by Ezra Jack Keats aloud to class.
2. Plan a pet show and ways to advertise the event (visual displays, tape recording, intercom, etc.).
3. Complete the advertising plan and conduct the pet show.
4. Discuss the school-acquired skills used for planning, advertising, and conducting the pet show. Place the list on an experience chart (drawing, writing, discussing, speaking, planning, reading, etc.).
5. Identify and discuss occupations that make use of each of the listed skills.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 2

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Suggested Activities Grade 2

2-1.1 Y-N-U
2-1.2 Why People Work
2-1.3 Basic Skill Development

CAREER GUIDANCE ACTIVITY

TITLE: Y - N - U

GRADE LEVEL: 1

OBJECTIVES OF ACTIVITIES: To participate in a small group activity demonstrating and discussing attitudes.

TIME: 20-30 minutes a day
for 4 days

MATERIALS: 3 cards for students labeled: yes, no, undecided
(Y - N - U) List of questions (attached).

PROCEDURES:

1. Provide each student with 3 cards: yes, no, undecided.

2. First Day:
   The teacher reads the two Social Attitude questions (13 and 16 see attached questions and key).
   The students respond by holding up the card that shows their response. The teacher tallies student responses on the board. The class will discuss the responses.

   Second Day:
   Repeat the same procedure using the Economic Attitude questions (2, 4, 7, 13).

   Third Day:
   Repeat using the Recreational Attitude questions (5, 8, 10, 14, 15, 16).

   Fourth Day:
   Repeat using the General Welfare Attitude questions (1, 3, 6, 9, 11, 12, 20, 27).

3. An alternative method is to provide students with the list of all questions and have them respond in written form.

ATTITUDES

Y N U 1. Should parents permit young children to stay out late every night?

Y N U 2. Should children have all the money they want to spend?

Y N U 3. Should parents make their children go to bed at eight o'clock most nights of the week?

Y N U 4. After children have spent their allowance, should they feel free to ask for more spending money?

Y N U 5. Should the members of the family do things together, such as going on picnics, going to the beach, attending church or going to the movies?

Y N U 6. Should children who work help pay the family grocery bill?

Y N U 7. Should every member of the family have some free time activities?

Y N U 8. Should children be expected to obey their parents even when they do not understand why they should?

Y N U 9. Should only young members of the family be interested in hobbies?

Y N U 10. If father says I can but mother says I can't, should I go?

Y N U 11. Should children be required to brush their teeth regularly?

Y N U 12. Should parents tell children how to spend their allowances?

Y N U 13. Should all children develop an interest in reading?

Y N U 14. If a fellow's gang wants him to play baseball on the same day mother expects him to mow the lawn, should he play ball and make his bed later?

ATTITUDES

Y N U 15. Should parents permit their children to play too much?

Y N U 16. Should parents decide what their children shall do for a living?

Y N U 17. Should children save money to buy Christmas gifts or presents?

Y N U 18. Should young children have to sweep, clean, and help around the house?

Y N U 19 If a child plays on the way home when he agreed to come home at once, should he be punished?

Y N U 20. If the family interests in television programs differ, should the adults get what they want first?

Y N U 21. Should children have to spend much of their free time working at home?

Y N U 22. Should children be given a place for the things they own and keep them there when not in use?

Y N U 23. Should parents help children think about a problem carefully instead of telling them what is best to do?

Y N U 24. Should children have something to say about the paint or other decoration to be used in their room?

Y N U 25. Is it Mother's job to pick up clothes or newspapers left by other members of the family?

THE KEY - The most desirable answer to each question is given for the teacher to use as a reference. The key should not be used as a method for placing values of right or wrong on the students attitudes, but should be used as possible indicators of individual and group values. The key should help the teacher in providing open discussion within the class without moralizing and placing judgements on student beliefs.

1. N	10. N	19. Y
2. N	11. Y	20. N
3. y	12. N	21. N
4. N	13. N	22. Y
5. Y	14. N	23. Y
6. N	15. N	24. Y
7. Y	16. N	25. N
8. N	17. Y	
9. N	18. Y	

CAREER GUIDANCE ACTIVITY

TITLE: Why People Work

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To participate in interviewing by creating a visual display of workers and reasons for work.

TIME: 30-60 minutes

MATERIALS: List of possible reasons why people work (see sample), various art materials.

PROCEDURES:

1. Have the students brainstorm a list of possible reasons why some people work. For example: excitement, pay, satisfaction, good health, fame, feeling important, food and shelter, helpful, successful, happiness, fun, travel.
2. Place the reasons generated by the class on the student activity chart.
3. The students rank-order the list according to their perception of their own needs.
4. Discuss the rankings.
5. Students will take their charts to a worker (parents, friends, relatives, or school workers) and interview the worker about their reasons for working, noting their reactions to the reasons on the chart.
6. The total class shares and discusses the interviews.
7. Each student develops a display (chart, pictures, etc.) showing the workers interviewed and listing reasons given for working.

POSSIBLE REASONS WHY PEOPLE WORK

Student	Person Interviewed		
Rank 1,2,3,	Very Important	Important	Not Very Important

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Basic Skill Development

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To demonstrate the importance of basic skills development to occupations within the community.

TIME: 20-30 minutes

MATERIALS: Chart paper.

PROCEDURES:

1. Ask the students which skills they learned in school will help them get along in the community. Ask why learning to read, write, spell, and do arithmetic is so important. Explain how these abilities help students learn and communicate ideas.

2. Ask the children to list 10 to 12 occupations. Teacher writes them on a chart. Have students develop the chart further by writing the skills considered necessary for each specific occupation. The students will probably observe that most of the occupations will require the use of all the basic skills.

OCCUPATION	SKILLS
Doctor	reading, writing, spelling, math
Police Officer	reading, writing, spelling, math
Pilot	
Farmer	

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Suggested Activities Grade 2

2-2.1	My Jobs at Home
2-2.2	Ask the Task
2-2.3	"Mix 'Em and Match 'Em"
2-2.4	Community Map
2-2.5	Our School Workers
2-2.6	An Imaginary Field Trip

CAREER GUIDANCE ACTIVITY

TITLE: My Jobs at Home

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To write and share a job description.

TIME: One 30 minute period

MATERIALS: Evaluation Form.

PROCEDURES:

1. Ask the students to select one of the jobs they have at home.
2. Once the student has selected the job, have him/her write a job description including the following:
   A. Name of the job
   B. Describe the duties
   C. Tools
   D. Personal qualities (honest, dependable, prompt, etc.
   E. Physical skills (strong, good eye sight, hearing, etc.)
   F. Mental skills (spelling, reading, writing, etc.)
3. Share the job description with the class.
4. Each student takes his/her job description home and shares it with parents. Once this has been done, the parent along with the child should evaluate his/her performance of the job using the evaluation form provided.

HOME JOB EVALUATION SHEET

FOR PARENTS

Name of Student _____

Title of Job _____

1. Duties completed			
2. How duties were performed			
3. Completing tasks			
4. Attitude about job			
5.			

NOTE TO PARENTS: Please rate scale according to your child's performance.

Please share with your child.

Name of Student: _____

HOME JOB EVALUATION SHEET

FOR PARENTS

Title of Job: _____

1. Duties completed

2. How duties were performed

3. Completing tasks

4. Attitude about job

NOTE TO PARENTS: Please rate scale according to your child's performance.
Please share with your child.

CAREER GUIDANCE ACTIVITY

TITLE: Ask the Task

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To identify a common household task by questioning classmates.

TIME: One 30-45 minute period

MATERIALS: 1 felt pen, 3x5 cards, string or tape

PROCEDURES:

1. The teacher prepares 3x5 cards with following suggested names of household tasks, one task per card. (The teacher may wish to have the student identify the list of tasks.)

1. garbage	2. dusting	3. beds	4. wash dishes
5. dry dishes	6. mow lawn	7. feed pets	8. weeding garden
9. gardening	10. pick up toys	11. wash windows	12. clean bedroom
13. clean house	14. vacuum house	15. running errands	16. set table
17. clean tablel	18. load & unload dishwasher	19. water plants	20. help wash car
21. sweep floor		22. rake leaves	23. shovel snow
24. go to store	25. bring in mail		

The teacher can adapt this activity for K-1 by using pictures with words.

2. The cards are hung around the student's neck with string so the student cannot see the name of the task written on the card. You may also tape the cards to each student's back.

3. Teacher explains rules of games.
   A. The cards you have on your back are names of household tasks.
   B. You may ask only 3 questions per person. (Suggested questions might be:
      1. Is this task normally done inside?
      2. Do you need special clothing?
      3. Do you need special tools for this task?

C. Questions can be answered only with a YES or NO.
D. When a student has identified the task on their card, he/she continues to answer the questions of other students.
E. The game continues until most cards are identified.

NOTE TO THE TEACHER: It is quite possible that a few students will have difficulty in identifying tasks. It is suggested to stop the activity if this occurs.

CAREER GUIDANCE ACTIVITY

TITLE: Mix 'em and Match 'em

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To complete 3 sentences about home tasks.

TIME: One 30 minute period

MATERIALS: 3x5 cards, felt tip marker, attached task sheet

PROCEDURES:

1. The teacher will prepare 2 sets of cards - 2 different colors. (See attached page for suggestions.)
2. On one set write the subject phrase.
3. On the second set, place the predicate phrase.
4. Pass out all the cards.
5. The students match cards by moving about the room comparing cards of another color until all or most cards are matched into complete sentences.
6. Read the sentences to the class.
7. Follow the same procedure three times.

NOTE TO THE TEACHER:

1. The students might try to put two subject or predicate cards together or a compound variation.
2. Any kind of information can be placed on these two sets of cards: question and answers about any subject; math problems; syllables of words.
3. Often correct matches can be made in more than one way.

PHRASE CARDS

SUBJECT CARDS	PHRASE CARDS
1. The card	has to be washed.
2. The bedroom	needs to be cleaned.
3. The lawn	has to be mowed.
4. The garden	needs to be watered.
5. The floors	need to be scrubbed.
6. The dishwasher	needs to be loaded
7. The table	has to be set.
8. The leaves	need to be raked.
9. The rugs	need to be vacuumed.
10. The pets	need to be fed and watered.
11. The toys	need to be picked up.
12. The furniture	needs to be dusted.
13. The beds	need to be made.

CAREER GUIDANCE ACTIVITY

TITLE: Community Map

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To draw and label, places of businesses and occupations within each business on a plot map.

TIME: Three 45-minute sessions

MATERIALS: Display area - pins, art paper, scissors, glue

PROCEDURES:

1. The teacher and students draw big bulletin board plot map of a local shopping area. (Include major streets and landmarks, buildings, etc.)
2. Discuss the workers and occupations within the displayed shopping area. List on chalkboard.
3. The students work in small groups identifying the location of these workers and the services they provide.
4. The students draw, color, and cut out places of business and paste on the display map.
5. Through class discussion, the students determine what occupations are represented in each place of business.
6. The students cut out paper flags and pin them on the appropriate place on the map and label each flag with the occupational name.

CAREER GUIDANCE ACTIVITY

TITLE: Our School Workers

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To participate in a small group interviewing and describing a school worker's occupation.

TIME: 30-minute session,
30-minute observation

MATERIALS: paper, pencil

PROCEDURES:

1. The teacher and students, through discussion, begin planning the necessary steps in observing and interviewing workers at the school (i.e., cook, custodian, maintenance workers, etc.)

   (a) who
   (b) what
   (c) where
   (d) when
   (e) permission to interview
   (f) responsibility (behavior)
   (g) safety
   (h) procedures for reporting observation (listening, tape recorder, note taking)
   (i) interviewing questions
   (j) grouping the students into small teams (3, 4, or 5 or ?)

2. Small group reporting. Have each small group of students report back to the class what they found out about the worker interviewed and observed.

SUGGESTIONS TO TEACHER: Photographs could be taken of each worker and later put on bulletin board in room or hallway.

CAREER GUIDANCE ACTIVITY

TITLE: An Imaginary Field Trip

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: The student will participate in setting up procedures for taking the trip and identifying 3 possible workers to be seen at the site.

TIME: Two 30-minute planning sessions

MATERIALS: Various art materials

PROCEDURES:

1. The teacher and students, through discussion, begin planning the steps needed to take a field trip.

   (a) where
   (b) how
   (c) when
   (d) why
   (e) meals
   (f) clothing
   (g) behavior (responsibility
   (h) expenses
   (i) emergencies
   (j) first aid (safety)
   (k) personal items
   (l) letter to parents
   (m) transportation granted
   (n) permission granted

2. The teacher and students, through discussion, begin planning the activities to be performed during the field trip.

   (a) Questions to be asked of workers.
   (b) Draw a picture when we get back.
   (c) Identify 3 workers to visit.

3. Follow up and complete #2 above with display work. Name 3 possible workers to be seen on the field trip and draw a picture of one of them. Display pictures of workers in the room or hall or ?

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 2

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Suggested Activities Grade 2

2-3.1 Family School Comparison
2-3.2 Life Role Collage
2-3.3 Water Pollution
2-3.4 Behavior in Work and Play

CAREER GUIDANCE ACTIVITY

TITLE: Family-School Comparison

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To write and talk about home and school roles.

TIME: 15-20 minutes

MATERIALS: Paper and pencil

PROCEDURES:

1. The student folds a piece of paper in half.
2. On the top of the left side, the student will write down a role or activity he/she engages in at home. On the right top side, write a similar role he/she plays at school.
3. Teacher can display on chalkboard or students can take home.

Sample

Family - School Comparison

Home	School
1. Take out garbage	1. Empty waste baskets
2. Make bed	2. Keep desk clean
3. Obey parents	3. Obey teacher
4. Water garden	4. Water plants
5. Watch TV	5. Watch films
6. Clean yard	6. Clean playground
7. Feed pets	7. Feed fish

CAREER GUIDANCE ACTIVITY

TITLE: Life Role Collage and Family Collage

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To create a collage depicting self in each life role.

TIME: Two 45-minute periods

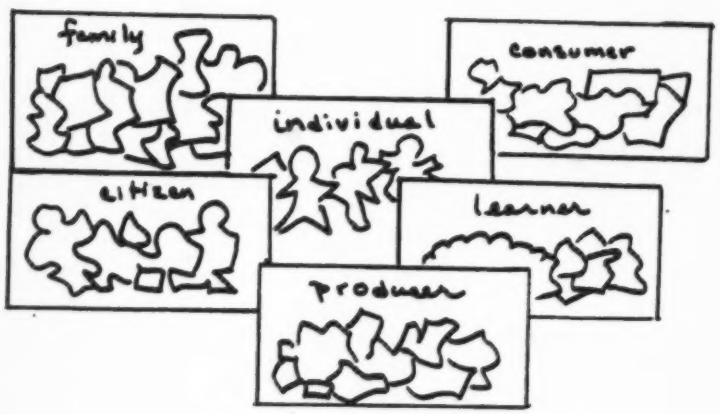
MATERIALS:

Construction paper	Manila folders
Scissors	Crayons
Glue	Assorted picture magazines
Cigar or pencil box	List of life roles

PROCEDURES:

1. The teacher defines and writes the 6 life roles on the chalkboard: family - citizen - individual - producer - consumer - learner.
2. Each student will cut out pictures from magazines or draw and color pictures that describe their relationship to the six life roles.
3. The students pastes pictures in the form of a collage around a pencil box, manila folder, or other folder for school use.
4. The student now has his/her unique collage that represents him/her.

NOTE: The teacher may choose to concentrate on one life role at a time, by making one class collage of each of the six life roles.



ALTERNATE COLLAGE

1. The teacher will explain and discuss the six life roles (Family, Citizen, Individual, Producer, Learner, and Consumer).

2. The teacher asks each student to bring magazine pictures from home showing pictures of a MOTHER - FATHER - BROTHER - SISTER in a life role.

3. Label 6 large bulletin board sized charts with a life role, ready for pasting on pictures when children bring them.

4. Each student will paste their pictures on correct chart and discuss them.

5. The teacher makes sure there is an assortment of pictures showing the 6 life roles for those students who might not remember to bring pictures from home.

6. Continue as long as the class shows an interest.

NOTE: The teacher may need to provide time and magazines to complete the lesson within the classroom and to afford every student a chance to participate. Time: 15 minutes daily for five days.

CAREER GUIDANCE ACTIVITY

TITLE: Water Pollution

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To identify the problems of pollution and how occupations are dealing with the problems.

TIME: One 30-45 minute class (depending on level)

MATERIALS: Mayonnaise jar (2 per group)
Water
Litter, e.g., gum wrappers, foods, etc.

PROCEDURES:

1. Fill 2 clean jars with fresh tap water. Close with lids.
2. Add pollutants to one of the jars. Examples: detergents, litter, chemicals, etc.
3. Let the jars stand for a period of time (perhaps 24 hours).
4. Observe the differences by using the 5 senses.
5. Record the findings of the experiment.
6. Discuss how this relates to our physical environment.
7. Identify and discuss occupations that have a major responsibility for pollution control (i.e., trash collector, sewage disposal plant operators).

ADDITIONAL ACTIVITY: If interest allows, a discussion can follow on jobs that create pollution and jobs that control pollution.

CAREER GUIDANCE ACTIVITY

TITLE: Behaviors in Work and Play

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To determine positive social and worker behaviors by interviewing home and school workers.

TIME: Three 20-minute periods

MATERIALS: Survey form, display area

PROCEDURES:

Session One

1. Students ask adults what behaviors they think are acceptable and unacceptable. The adults could be parents, or adults at school.

2. Give each student a survey form to take home.

3. The student should ask the adult to name three behaviors they think are acceptable and three behaviors that are unacceptable in their work and social life.

Session Two

4. Students will share with the class the results of the interview.

Session Three

5. The teacher prepares a display area (bulletin board or sheet of butcher paper) for the students' survey forms.

6. Class discussion on worker and social behaviors listed. Relate to the school setting and the students' behavior. "What comparisons are there between adult and student behaviors?"

Dear Parents,

Our class is studying about positive and negative behaviors among people. We would appreciate the help you give your child by completing this survey. A discussion with your child would be most beneficial.

BEHAVIORS SURVEY

IN WORK AND PLAY

Surveyor: _____

Good Behaviors	Bad Behaviors
1.	1.
2.	2.
3.	3.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 2

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING, AND CREATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 2

2-4.1 Transfer of Thought
2-4.2 Is There An Alternative?
2-4.3 Creative Occupations
2-4.4 Building Your Own Thing

CAREER GUIDANCE ACTIVITY

TITLE: Transfer of Thought

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To choose methods that are adaptable for various forms of communications.

TIME: 45 minutes - 1 hour

MATERIALS: As requested by students.

PROCEDURES:

1. The total class will identify various methods of communicating and list them on a board or chart (i.e., speaking, reading, gestures, drawing, symbols, codes, etc.).

2. The teacher should have students form into groups of five.

3. The teacher will identify a message to be communicated.

4. Assign each group a situation in which to communicate the message. The teacher will have each group identify as many methods as possible to communicate the message within their given situation.

   Group A - Ways to get the message to someone in the room

   Group B - Ways to get the message to someone in another city

   Group C - Ways to communicate the message to someone who is blind

   Group D - Ways to communicate the message to someone who is deaf

   Group E - Ways to communicate the message to someone who is both deaf and blind

   Group F - Ways to communicate the message to someone who speaks another language (or from another planet)

5. Each group will demonstrate or role-play the various methods they developed for their situation. The class will then discuss.

CAREER GUIDANCE ACTIVITY

TITLE: Is There an Alternative

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To participate in class identifying behaviors depicted in a role playing situation and alternative behaviors.

TIME: 30-45 minutes per day for 1-2 weeks

MATERIALS: Situation script

PROCEDURES:

1. The teacher will read a role playing situation to total class.
2. The teacher will ask for two to three student volunteers to role play the situation.
3. The class will identify the observed behaviors.
4. The class will identify alternative behaviors.
5. Two to three other students should be allowed to role play alternative behaviors.
6. The teacher should continue with situations that recently occurred in the school.

NOTE: All students should have an opportunity to role play but ONLY if they choose to do so. The teacher may wish to video-tape the role playing, enabling the student to critique their depicted behaviors. The tapes could be used in other classrooms as a discussion starter.

Situations

1. A student has a ball on the playground. Another student wants the ball and comes up and aggressively takes the ball from the student who has the ball. The student who has lost the ball reacts. The other student responds.
2. You are standing in line for lunch and the person next to you pokes you. The first time you ignore the poking. The person pokes you again; and this time you say, "Stop it." The poking continues and you take action.
3. Your brother grabs his comic book from your hands and says, "That's mine." You take action.
4. A friend is an hour late for playing at your house. The friend comes in and says, "Hi, I can play now," and you say, "(?)"
5. The person sitting next to you has your pencil and you want it back. So you take action to get the pencil back.

CAREER GUIDANCE ACTIVITY

TITLE: Creative Occupations

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To interview two resource speakers concerning opportunities for creativity in their occupations.

TIME: 1-3 hours

MATERIALS: Resource Speakers

PROCEDURES:

1. Discuss creativity in terms of having a chance to do something your own way, using your own ideas.
2. Identify several occupations in which people would have a chance to do something their own way and using their own ideas. The teacher should list the occupations provided by the students.
3. The students will choose two occupations from the list for the purpose of inviting speakers to the class.
4. The teacher will arrange for resource speakers from chosen occupations.
5. Students will interview resource speakers about their job and opportunities for creativity.
6. Students could interview parents or others.

CAREER GUIDANCE ACTIVITY

TITLE: Building Your Own Thing

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To compare methods of construction.

TIME: 60 minutes

MATERIALS: Cardboard, scissors, glue, ruler, pencil

PROCEDURES:

1. Provide each student with a piece of cardboard or tagboard 16" x 22". (The size and type of materials are not important.) It is important that all students have the same amount of materials in the beginning.

2. Tell each student they must construct a house that has three windows and one door. The actual product can be anything as long as each student has completed the given task.

3. Upon completion of the task, students will share their experience of constructing the houses.

4. The class will discuss the variety of ways used to complete the task. Note that all students were given the same materials and task but each chose a different method to complete the task. Discuss creativity; discuss how creativity relates to jobs and working.

5. Continue class discussion on different workers who are involved in construction of a building and the creativity the workers could express.

6. The teacher may wish to repeat the activity having each student use a variety of materials, limiting the students to a selection of four items.

7. Contact P.G.E., House Building Insulation station, check science on heat and light.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 2

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Suggested Activities Grade 2

2-5.1	Schools and Jobs
2-5.2	Tools and Time
2-5.3	Are They Alike?

CAREER GUIDANCE ACTIVITY

TITLE: School and Jobs

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To construct a graph identifying predominant physical movements and skills used by school workers.

TIME: 30-60 minutes per student over several days

MATERIALS: Graph paper

PROCEDURES:

1. Each student identifies a school worker to observe. The teacher will arrange for the observations.

2. Each student discusses and then identifies four (4) physical movements or skills that may be performed in that job before observation.

3. Each student constructs an observation matrix to use during the observation.

4. Each student observes a school worker for ten minutes and records the number of movements in each category by marking a tally every time the worker changes physical movements or skills. The student may need to practice using the matrix in the classroom, observing a student or a teacher, before actually observing the worker.

5. The student will identify the predominant physical movement or skill used in the occupation observed by using information from the matrix.

6. Expansions of the activity:

   A. Averaging of the tallies.
   B. Classifying various movements in some way (arm movements, leg movements, hand, etc.).
   C. Compare and contrast the type and number of movements or skills utilized by various jobs observed.
   D. Graphing of movements.
   E. Repeat total activity in the community by observing various workers within specific buildings, businesses, locations, etc.

SAMPLE MATRIX

Job: Secretary

Observation time: 10 minutes

	MINUTES									
Movements/Skills	1	2	3	4	5	6	7	8	9	10
Lifting							X			
Sitting	X	X							X	
Walking						X		X		
Typing			X		X					
Other				X						X

The student should be provided a timer that will be set for the length of observation. Tallies are made each time the worker changes skills or demonstrates a different movement. The student should tally in a progression that will demonstrate the change from one skill or movement to another. See above for sample tally. 1/4" graph paper may be appropriate to use. Students should practice the skill of tallying within the classroom before observing a worker.

Job: Secretary

Observation time: 10 minutes

	MINUTES									
Movements/Skills	1	2	3	4	5	6	7	8	9	10
Lifting										
Sitting										
Walking										
Typing										
Other										

Job: Secretary

Observation time: 10 minutes

	MINUTES									
Movements/Skills	1	2	3	4	5	6	7	8	9	10
Lifting										
Sitting										
Walking										
Typing										
Other										

CAREER GUIDANCE ACTIVITY

TITLE: Tools and Time

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To interview school workers and graph the approximate number of minutes per day that the worker used various tools.

TIME: 2-3 hours over several days.

MATERIALS: Graph paper, butcher paper

PROCEDURES:

1. The students will identify all school workers. List these on the board.
2. Small groups survey the total school staff, identifying tools sued by school workers.
3. List each survey group's tools on the board. Similar tools may be combined into one category.
4. Construct a large matrix to be hung on the wall.
5. Small groups interview a school worker to determine the approximate number of minutes per day the worker spends in use of the various tools listed.
6. Record the gathered data on the matrix and discuss it.
7. Each small group constructs a wall graph of their findings, based upon the data gathered during their interview.
8. All graphs are displayed and discussed.

SAMPLE MATRIX

SCHOOL WORKERS AND TOOLS

Approximate Number of Minutes Per Day Spent in Use of Listed Tools

Workers

Tools	Secretary	Custodian	Principal	Nurse	Etc.	
Phone						
Office Fastening Tools (paper clip, stapler, brads)						
Dishwasher						
Overhead Projector						
Paint Brush						
Other						

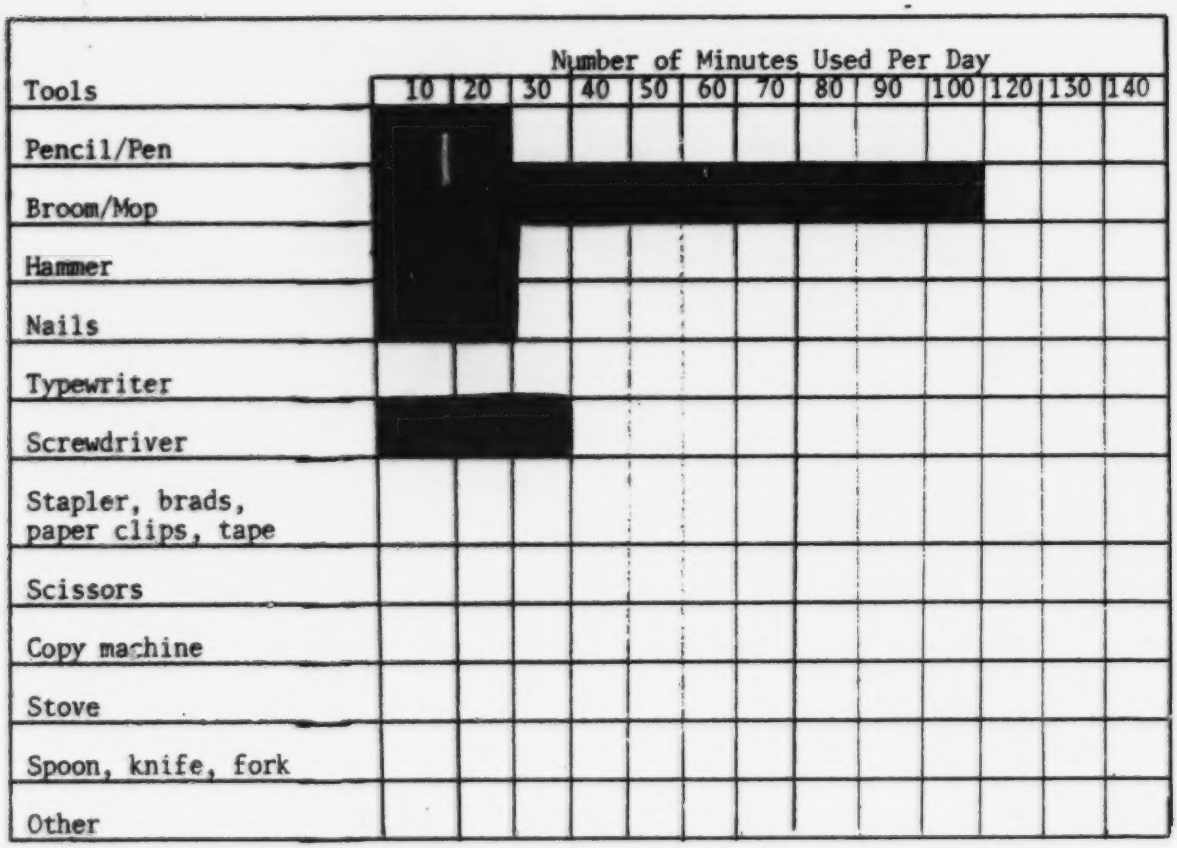
SAMPLE STUDENT DATA COLLECTING SHEET

School Worker Custodian

Tools	Number of Minutes Tool Used Per Day
Pencil/pen	20 minutes
Broom/mop	2 hours
Hammer	20 minutes
Nails	20 minutes
Typewriter	None
Screwdriver	30 minutes
Stapler, brads paper clips, tape	
Scissors	
Copy machine	
Stove	
Spoon, knife, fork	
Other	

SAMPLE STUDENT GRAPH

School Worker Custodian



CAREER GUIDANCE ACTIVITY

TITLE: Are They Alike?

GRADE LEVEL: 2

OBJECTIVES OF ACTIVITIES: To classify, compare, and apply information from a chosen occupation.

TIME: One week

MATERIALS: Worksheet; List of occupations or career areas

PROCEDURES:

1. Provide a list of occupations that are found within walking distance of the school.
2. Each student selects an occupation or career area from the given list.
3. Groups are formed from the chosen occupations.
4. Each group completes an analysis worksheet. Students will rely on their present knowledge of occupations.
5. On-site observations should be encouraged and supported.
6. Each group completes an analysis worksheet.
7. Students will classify studied occupations using the analysis worksheet.

Optional: Students will identify skills learned in school this year and compare them to skills found in the occupations.

OCCUPATIONAL ANALYSIS

WORKSHEET

Working Conditions

_____ Inside	_____ Outside
_____ Noisy	_____ Quiet
_____ Clean	_____ Dirty
_____ Relaxed	_____ Busy
_____ Hot	_____ Cold

Kind of Job

_____ Working with data	_____ people	_____ things
_____ Repetition		_____ Variety
_____ Self-directed		_____ Other directed
_____ Work by self		_____ Work in a group
_____ Produce goods		_____ Produce services
_____ Make decisions		_____ Carry out set tasks

Job Requirements

Level of Education Needed _____

Specific Training _____

Physical Demands _____

Rules of Place of Work _____

Temperament Needed _____

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 3

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK

Suggested Activities Grade 3

3-1.1 Photo Essays
3-1.2 Space Travels
3-1.3 Mass-Produced Truck
3-1.4 Why Attitudes

CAREER GUIDANCE ACTIVITY

TITLE: Photo Essays

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To create and discuss a photo essay dealing with the six life roles.

TIME: 2 weeks

MATERIALS: Camera, film, tagboard

PROCEDURES:

1. The class will discuss basic methods of photography and use of cameras. Photographers or media specialists could be used as resource persons. Each student should have an opportunity to practice with a camera.

2. Each student will construct a photo essay of a family member in each of the six life roles (family, producer, consumer, individual, learner, citizen).

3. Students will display and discuss their photo essay.

4. The class will compare and contrast photo essays.

Note: High school photography classes might be able to develop film, work with students, etc.

CAREER GUIDANCE ACTIVITY

TITLE: Space Travel

GRADE LEVEL: 3

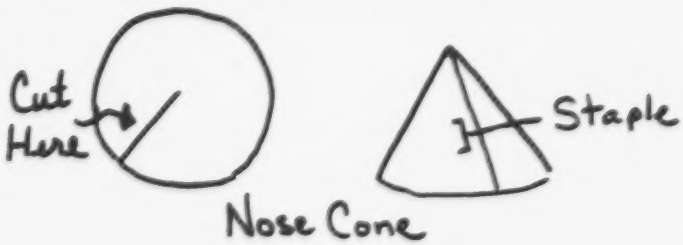
OBJECTIVES OF ACTIVITIES: To participate in a group discussion identifying kinds of work usually completed by others by constructing a paper rocket.

TIME: 30-40 minutes

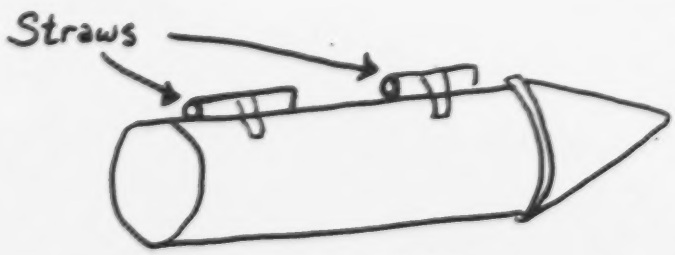
MATERIALS: Balloons, cardboard mailing tubes or toilet paper roll cores, soda straws, ball of string, manila folder, scissors, tape, poster paints and brushes.

PROCEDURES:

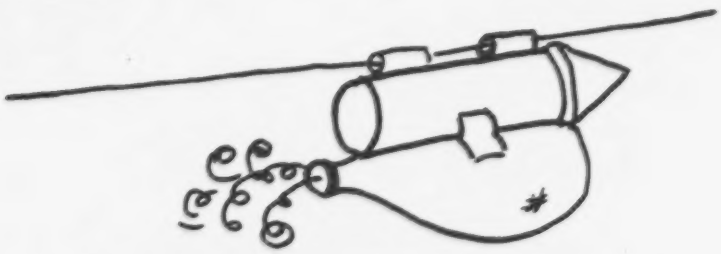
1. Secure a toilet paper roll core or cut a cardboard mailing tube 4-1/2 inches long. This will become the body of the rocket.
2. Draw a 2-1/2 inch diameter circle on a manila folder. Cut out the circle. Cut the radius of the circle a shown.



3. Fold and staple the circle as shown (this will become the nose cone).
4. Tape the nose cone to one end of the rocket body.
5. Cut a soda straw into two 1/2-inch lengths. Tape them to the body as shown (they will become part of the guidance system). You may wish to paint the rocket now.



6. Cut an 8 to 10-foot piece of string. Tie one end to the back of a chair. Pass the other end of the string through each of the soda straws (the string is the final par of the guidance system).
7. Blow up a balloon with air and tape it to the body of the rocket, as shown (the balloon is the propulsion system). Do not let the air out of the balloon.



8. Hold the string tight and let go of the balloon and rocket body. The rocket will shoot to the opposite side of the room.
9. Class discussion:
   - What scientific principles have just been demonstrated?
   - What part of the activity could only be done by you alone; what part could have been done with others?
   - How dies the model and this activity simulate what rally occurs in space flight?
   - What types of work are usually done alone? What types with others?

Comments: You may wish to mark with chalk on the floor the distance each student's rocket traveled. Make it a game to see who an get their rocket to travel the greatest distance.

The class may want to make this as an assembly line procedure. Assign tasks of nose cone, body, straws, etc.

NOTE: If rocket fails to fly, students could experiment using different materials (construction paper tubes, drawing paper, etc.) and methods (balloon inside tube, larger/smaller balloons). Students could approach this activity as a problem-solving experience. Students might also research airplanes, rockets, flight, etc., using library books, films, etc.

CAREER GUIDANCE ACTIVITY

TITLE: Mass-Produced Truck

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a class discussion identifying tasks requiring group effort by building a model truck.

TIME: 90 minutes

MATERIALS: Wood (pine) - See procedures.
Brads, Glue, Truck drawing (attached), Screws for wheels

PROCEDURES:

1. This learning module will allow all of the students in the class to participate. The preliminary discussion should include the process of manufacturing, transportation and how the workers in a corporation are all dependent upon each other. The whole concept of manufacturing and mass production allows us to have uniform products at a reasonable cost. This unit should help the students to understand about the economic structure of the country.

   NOTE: Prior to conducting this activity, the teacher may want to provide the class with a unit in measuring and the use of basic hand tools.

2. All material should be of proper thickness and width. The teacher should construct a truck to be sure it all works and fits together and be a resource if students have difficulty.

   A. Axle - 3/4" x 3/4" x 2-1/2" (same length as width of truck body) - 2/student
   B. Cabs - 1-3/4" x 1-3/4" x 2-1/2" (same length as width of truck body) - 1/student
   C. Supports - 3/4" x 3/4" (same length as body width minus thickness of 2 sides) 2/student
   D. Sides - 1/4" x 1-1/2" x 5" - 2/student
   E. Motor - 3/4" x 1-1/4" x 2-1/2" - 1/student
   F. Body or bed - 3/4" x 2-1/2" x 10" - 1/student
   G. Wheels - 2-3/4" or 3 1/8"-masonite - cut with hole saw - 4/student

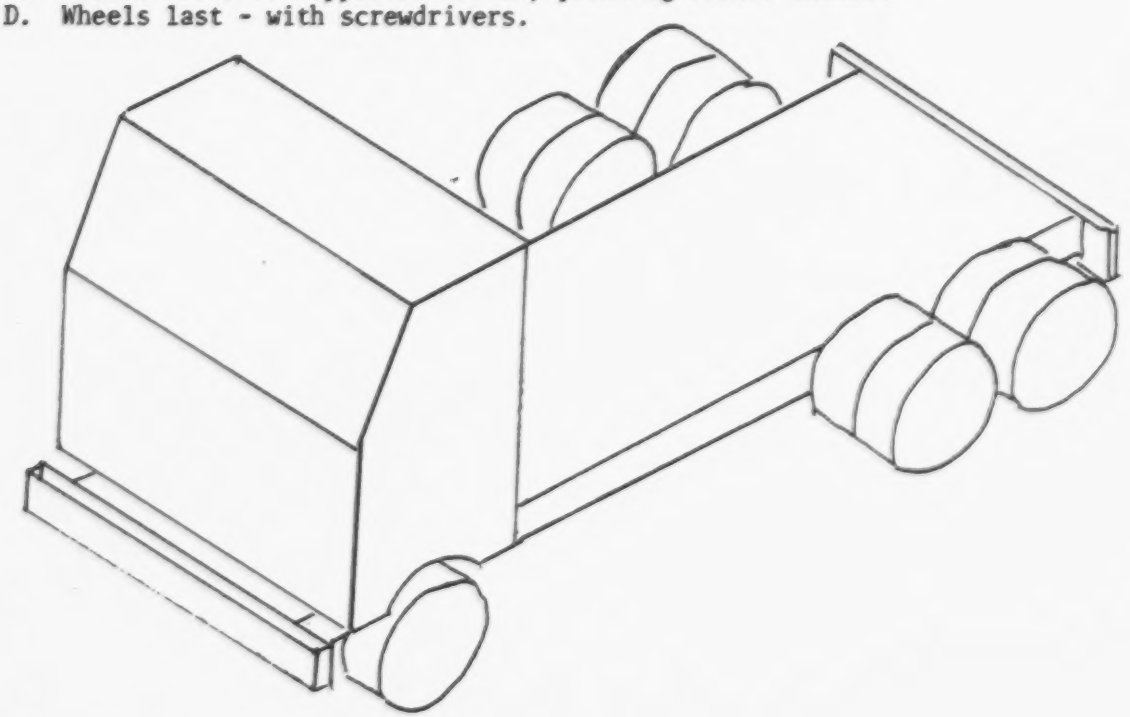
3. Alternate Metric Measurements:

   A. Axle - 2 cm x 2 cm x 6-1/2 cm (same length as width of truck body) - 2/student
   B. Cabs - 4 5/10 cm x 4 5/10 cm x 6 5/10 cm (same length as width of truck body) - 1/student
   C. Supports - 2 cm x 2 cm (same length as body width minus thickness of 2 sides) 2/student
   D. Sides - 6/10 cm x 8 3/10 cm x 12 8/10 cm - 2/student
   E. Motor - 2 cm x 3 2/10 cm x 6 5/10 cm - 1/student
   F. Body or bed - 2 cm x 6 5/10 cm x 25 6/10 cm - 1/student
   G. Wheels - 7 cm or 7 7/10 cm 1/8"-masonite - cut with hole saw - 4/student

4. Assembly. With glue and brads. The assembly should be done in the order the class decides. This should be trial and error, to avoid awkward situations.

5. One good assembly order would be:

   A. Axles to body -- drill axles for screws first.
   B. Cab, motor, supports to body.
   C. Fasten sides to supports. Do any painting before wheels.
   D. Wheels last - with screwdrivers.



CAREER GUIDANCE ACTIVITY

TITLE: Why Attitudes

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in small-group discussions listing and interpreting data on worker attitudes.

TIME: 4-5 hours

MATERIALS: Varied

PROCEDURES:

1. The class identifies at least 10 possible worker attitudes (cheerful, helpful, quiet, eager, etc.). Teacher lists these on the board.

2. The students form into six groups.

3. Each group chooses a worker to observe. The teacher will arrange for an observation of the workers.

4. From the list, each group will identify the three attitudes they feel are most important for the job.

5. Each group observes its chosen worker. Using the class list of attitudes, each group will identify all the attitudes exhibited by the worker.

6. Upon returning to the class, students discuss the attitudes observed. Possible discussion questions: Were the attitudes chosen exhibited by the worker? Why or why not? Were other attitudes shown that were not on the list?

7. The students choose three of the six observed workers to come into the class (at the same time) to discuss how attitudes of workers affect jobs and/or performance.

8. The class may benefit from viewing "Work Means" from the Bread & Butterflies series. Contact Local I.E.D. or State Department of Education about the film series.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 3

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK

Suggested Activities Grade 3

3-2.1	Map Skills
3-2.2	Six Life Roles and A Mini Community
3-2.3	Six Life Roles/Family Role Playing
3-2.4	Popcorn's A Poppin'
3-2.5	Barter vs. $ Money $

CAREER GUIDANCE ACTIVITY

TITLE: Map Skills

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To locate where a parent works by pinning a flag on a local area map.

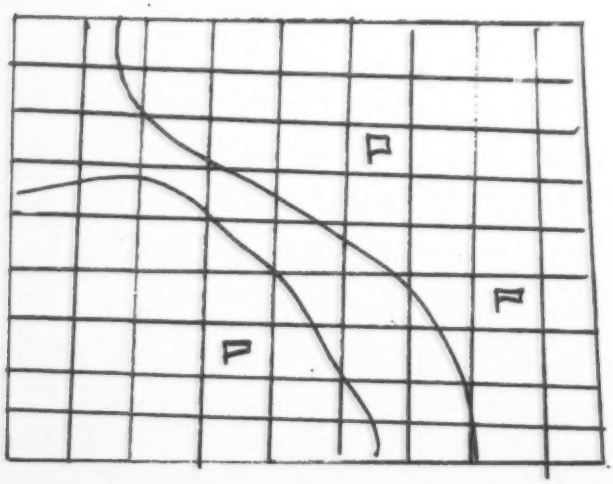
TIME: Two 30-minute sessions

MATERIALS: Area map, pins, paper construction flags

PROCEDURES:

1. Instruct the students to interview a parent as to the location of his/her place of work (preferably the night before this activity).
2. With the aid of teacher, the student will pin a flag on the map showing the location of a parent's occupation (each flag should have the student's name on it).
3. Each student will draw a picture of some aspect of a parent's occupation, including name of the firm, title of the occupation and goods or services involved.

City Map



Flag

Name of Firm: _____

Product: _____

CAREER GUIDANCE ACTIVITY

TITLE: Six Life Roles and a Minicommunity

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To describe the inter-relationships of the six life roles: producer, citizen, family member, learner, individual and consumer.

TIME: Several weeks -- ongoing

MATERIALS: Large table, mural or floor space
Pine cones (for trees)
House building materials (milk cartons, blocks, etc.)

PROCEDURES:

1. The teacher provides a display area (mural, large table or floor space) for construction of a minicommunity.
2. On the display area the teacher provides the physical features of the community such as boundaries, forest, river etc.
3. The teacher leads a discussion of how a community develops and what goes into the making of one. List all student responses on the board. (The teacher might want the students to research the following areas of a community before listing items.)

Example:

Occupations	Goods	Services	Transportation	Recreation	Other
farmer	food	school	cars	hiking	
doctor	clothing	church	buses	boating	
teacher	cars	stores	train	movies	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	

4. Share with the students the minicommunity display area that has been prepared. Explain to the students that they are going to build a minicommunity from scratch and roleplay six life roles: Producer, Family Member, Consumer, Citizen, Individual, Learner. Using the attached handouts have the students make a community folder. (See attached sample of a display.)

5. The following six steps in constructing the community are related to the life roles. Discuss with the students each step and how it relates to the life roles.

I. Citizen Life Role

A. As a citizen, have each student become a member of a land-use planning committee to decide where each of the following land zones will be in the mini-community. Class discussions.

1. Industrial area - factories
2. Recreation - picnic,camping, swimming, etc.
3. Farm land - crops/food
4. Residential - homes
5. Commercial - services

B. As a citizens group, have the students decide upon a street system for the mini-community. Select a group of students to make the streets. As a group, name the streets.

C. As a citizens group, elect a mayor, sheriff, and water, land and transportation commissioner.

D. Have the students complete the Citizen Role handout based upon their involvement in the minicommunity.

II. Family Member Life Role

A. As a family member, have each student select a parcel of land in the residential area and build a house for their simulated family. Several methods could be used for selection of land (a drawing for lots, group consensus, bargaining, develop a monetary system and buy lots, etc.).

B. The student should decide what else they need and/or want for the family and either make it, draw it, bring it from home, or pretend (e.g., car, furniture, boat, playground, swimming pool, etc.). The student should be allowed to fix up his/her home area as they see fit as long as the planning committee agrees. Have the students submit a plan to the Land Commissioner if the needs arises.

C. Discuss this life role as it relates to the others. The students fill out the Family Member Handout based upon their involvement in the Minicommunity.

III. Producer Life Role

A. The class will discuss the concept of Consumer and how it relates to other life roles.

B. With the class responding, the teacher discusses and/or lists on he board the goods and services a community member buys and/or sells. (Have each student fill out the consumer role handout based upon their involvement in the Minicommunity.)

IV. Individual Life Role

A. Discuss the concept of the Individual Life Role. The teacher might want to relate it to self-awareness, interest and leisure-time activities.

B. Have each student (after they have observed the minicommunity and then home) decide and list the activities they would like to pursue (e.g., hobby at home, hiking, camping in the forest, swimming in the river, jogging, etc.). (See attached handout for Individual Life Role.)

C. Discuss how this life role relates to he other life roles. Discuss concepts such as lifestyles depending on the Family and Producer roles. Discuss needs/wants as an individual and variables in real life that determine the outcomes. Do we always get what we want? Why?

V. Learner Life Role

A. Discuss with the students the concept of life-long learning and the ways people continue to learn throughout their life.

B. Ask the students to list the things they like to learn and the ways they like to learn best on the handout titled "Learner Life Role."

C. Discuss with the students who the other life roles affect the learning role.

VI. Follow-Up Activities

1. As citizens, the students can solve community disasters that the teacher sets up, such as pollution of land, air, water, car accidents, sickness, inflation, energy crisis, unemployment, etc. This sets the stage for group decision making.

2. As a producer each student could put their job into action by deciding what to charge for their goods and/or services, who needs it and/or what to do with the earnings.

3. Make addresses for each dwelling -- write letters to each other and use the post office.

4. Discussion questions:

   1) What would happen if no one worked in the community?
   2) What would happen if citizens did not take an active part in voting, decision making and planning matters in the community?

5. Why do we need Laws and Rules in a community?

6. Why do we need recreation in a community?

7. The class can discuss their activities and responsibilities in their actual life roles with the simulated life roles in the mini-community.

Example:

Me As A Learner

Name _____

Things I Like To Learn	The Way I Learn Best Is

Me As a Consumer

Name _____

Goods I buy	Services I buy	Transportation I buy	Recreation I buy

Me An An Individual

Name _____

Things I Like To Do	Things I Don't Like To Do	Things I Am Really Good At Doing

Me As A Family Member

Name _____

My Needs	What I Would Like To Have

Me As A Producer

Name _____

Occupation _____
(Job Title)

Duties: _____

_____

_____

_____

Name of the place I work _____

Me As A Citizen

Name _____

Duties I do as a Citizen:

1.

2.

3.

4.

5.

CAREER GUIDANCE ACTIVITY

TITLE: Role Playing Life Roles and Family Life Roles

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a role-playing activity depicting two life roles or as a family member in a life role.

TIME: 45 minutes

MATERIALS: Props: such as hats, clothing, etc., suitable to identify mother, father, sister, brother, baby.

PROCEDURES:

For Life Roles

1. The teacher explains and discusses with the students the six life roles:
   A. family
   B. citizen
   C. individual
   D. producer
   E. learner
   F. consumer

2. Each student will role play 2 of the 6 life roles in front of the class.

3. The class tries to identify the life roles being portrayed. Example: The student could walk around picking up paper off the floor. (Citizen role - voting, obeying laws; Family - picnic)

For Family Roles

1. The teacher begins a discussion by explaining the meaning of the words: Family, Citizen, Individual, Producer, Learner, and Consumer.

2. The teacher asks the group for a volunteer to role play FATHER as a family member, as a citizen, as an individual, etc. (Perhaps a different child could be chosen to play each role.)

   Suggestions for role playing:
   Producer -- parent's occupation
   Consumer -- shopping (grocery, clothes, car lot, etc.)
   Citizen -- voting, obeying traffic rules, helping the needy, etc.
   Individual -- hobbies,reading, recreation, etc.
   Learner -- reading, sewing, going to school, etc.
   Family -- family outing, chores, discussion, church, etc.

3. Continue role playing for MOTHER and SISTER or BROTHER.

CAREER GUIDANCE ACTIVITY

TITLE: Popcorn's A Poppin'

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a class discussion defining producer and consumer rules.

TIME: One 45-minute period.

MATERIALS: Popcorn, oil, butter, salt, popcorn popper, small bags, money.

PROCEDURES:

1. The teacher buys the initial ingredients for making popcorn with the understanding it is a business loan and must be reimbursed. A breakdown of expenses should be written on chalkboard.

2. Seek out a class to be the popcorn consumer. Make time and place arrangements with them.

3. Set up division of labor stations to produce the product.

   A. Popcorn makers
   B. Baggers
   C. Pricing
   D. Salespersons
   E. Custodian
   F. Cashier
   G. Foreman

4. After the sale is completed with the other class, the money is counted and the expenses owed to the teacher are paid.

5. If there is a profit, the teacher and students decide how to use it.

6. The class will discuss the popcorn project. (Costs involved, work, division of labor, producer role, consumer role, etc.)

CAREER GUIDANCE ACTIVITY

TITLE: Barter vs. $ Money $

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a class discussion comparing and contrasting a barter system and a money system.

TIME: Two 30-minute sessions.

MATERIALS: Tokens (button, markers) or play money
Students bring articles to trade
Barter Game form
$ Selling for Money $ form

PROCEDURES:

1. Conduct a discussion and/or film with the students of the following concepts: barter, trade, monetary system/money.

2. Instruct the students to bring two items from home that they would be willing to trade and/or sell to another student. (To students, this is for KEEPS.)

3. Have all students display the items they brought for barter/trade.

4. Before beginning the barter session have each student fill out the barter form.

5. Explain to students that they have 15 minutes to barter with other students and that all students should make an attempt to trade with someone.

6. After the trading session is over, discuss with the students the affects the barter system had on them.

   Suggested questions:
   A. How did you feel about bartering?
   B. Did you get the item you wanted? Why? Why not?
   C. Was it easy to trade your article for another?
   D. How many items did you end up with?

7. Next, introduce the monetary system/money to the students and explain to them that they will all receive $25.00 in play money to buy items the students brought instead of trading/bartering for them.

Discuss with the student that people in most countries use money instead of bartering to get the things they need and want. Ask the students to be thinking of why most countries use money while the buy and selling session is in progress.

8. Instruct the students to price and display the article they want to sell (the second article brought from home or the one they bartered for earlier).

9. Have each student fill out the "$ Selling for Money $" form. (See attachment)

10. Explain to the student that they have 15 minutes to buy and sell articles with other students and that they must make an attempt to make an exchange.

11. After the buying session is over, discuss with the class the effects the monetary system had on them.

    Suggested questions:

    A. How did you feel about buying and selling?
    B. Did you buy the item you wanted? Why? Why not?
    C. Was it easy to sell your article? Why? Why not?
    D. How many items did you end up with? How did you do it?
    E. Which system is the easiest for you to use, monetary/money system or barter/trade system? Why? Name the advantages of using money, and bartering.
    F. What are some possible reasons most countries use a monetary system over a barter system.

NOTES TO THE TEACHER:

This activity can be adapted for K-1 by using a coin valued no higher than 10¢.

Show film if available:

1. Day In The Life of a Dollar.
2. Money and Its Uses. (11 minutes color)
3. Money In The Bank -- and Out. (15 minutes color)

BARTER GAME

Date _____ Name _____

What I have to barter	What I Want	What I got
_____	_____	_____
_____	_____	_____

$ SELLING FOR MONEY $

Date _____ Name _____

What I have to sell	What I want to buy	What I bought	Amount it cost

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 3

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY
AND CONTINUE TO DEVELOP
A RELATIONSHIP WITH OCCUPATIONAL ROLES

Suggested Activities Grade 3

3-1.1 Individual Silhouette
3-1.2 Physical Environment Occupations
3-1.3 Physical Environment Collage

CAREER GUIDANCE ACTIVITY

TITLE: Individual Silhouette

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To write words that describe each student's role at home and at school on his/her own silhouette.

TIME: One 45-minute period.

MATERIALS: Paper, Pencil, Construction paper silhouettes, String or thread

PROCEDURES:

1. The teacher writes on board, "Words that describe my role at Home/School."
2. The students write all the words they can think of that describe their role and put under right heading.

   Example:

HOME	SCHOOL
empty garbage	run errands
helpful	like recesses

3. The students transfer words from lists to silhouettes/profiles. Put HOME words on one side and SCHOOL words on the other side.

   A. Students in teams could draw a profile of each other (at least 16 cm x 22 cm in size). Once the students are completed, continue activity as suggested. (P.S. Have students reuse paper that was thrown away.)

   OR . . .

   B. Use the sample attached. Have the students cut the premade mobile out and use to complete the activity.

4. Tie thread or strong on top of head silhouette and hang in room.

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CAREER GUIDANCE ACTIVITY

TITLE: Physical Environment Occupations

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a small-group activity interviewing a worker associated with the physical environment.

TIME: 45-minute period

MATERIALS: Pictures from magazines
Attached worksheet puzzle
Attached sample list of areas and occupations

PROCEDURES:

1. The teacher holds up a picture or visual aid indicating an occupation associated with the Physical Environment (e.g., garbage can = garbage collector.)

2. The student identifies the area and the occupation.

3. Proceed through a list of occupations. (See attached sample.)

4. Do the worksheet puzzle. Puzzle should be run off on construction weight paper.

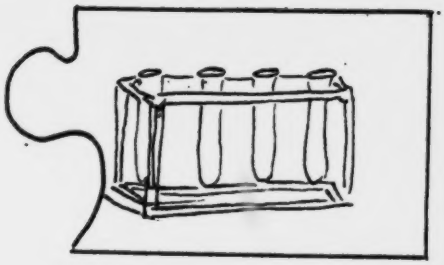
5. Interview in small groups, at least five of the ten given occupations.

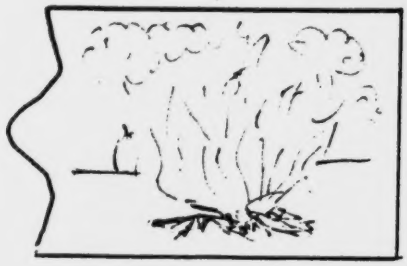
PHYSICAL ENVIRONMENT AREAS AND OCCUPATIONS

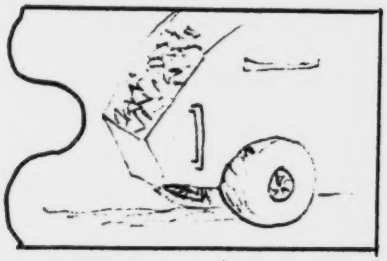
Areas	Occupations
Mechanics	Mechanic
Garbage collecting	Garbage collector
Sanitation	Street cleaner
Farming	Farmer
Forestry	Forest ranger
Custodial work	Custodian
City maintenance	Caretaker
D.E.Q.	Pollution worker
Vector control	Crop duster
Meteorology	Weather forecaster (Meteorologist)

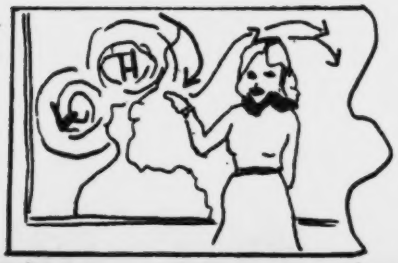
WORKSHEET

Cut out the puzzle pieces and assemble the puzzle matching the worker with his or her work.









CAREER GUIDANCE ACTIVITY

TITLE: Physical Environment Collage

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in an art activity creating a collage of identified occupations that control the qualify of land, air, and water..

TIME: 30-minute periods (2 or 3 times)

MATERIALS: Scissors, paste, magazine pictures

PROCEDURES:

1. The class will discuss the quality of land, air and water, and their importance. to life.
2. The teacher will lead a discussion on occupations and workers who keep our land, air and water clean -- e.g., garbage collectors, custodians, forest rangers, etc.
3. The students look through magazines for pictures of these occupations.
4. The student cuts out pictures and pastes them onto a bulletin board collage.

NOTE: An additional activity could be to interview the school custodian and follow up with an art activity illustrating his/her many useful jobs.

An ample supply of trade magazines should be available to students before beginning this activity.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 3

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, COMMUNICATING AND CREATING AS RELATED TO THE WORLD OF WORK

Suggested Activities Grade 3

3-2.1 Worker Messages
3-2.2 Kid Power
3-2.3 DM
3-2.4 Allocation of Resources
3-2.5 Pens

CAREER GUIDANCE ACTIVITY

TITLE: Worker Messages

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To identify and report how the school worker sends, receives, interprets, and restates a message.

TIME: Year-long, ongoing activity

MATERIALS: Data materials

PROCEDURES:

1. The teacher will arrange for small groups to observe school workers. The purpose of the observation is for students to identify ways a worker sends, receives, interprets and restates messages.

2. The teacher will assign a specific worker for each group to observe. The group will follow the progression outlined on the Sample Data Sheet.

3. Upon completing the assigned observations on the Data Sheet, the students will discuss the following questions:

   "How does a person know what they said is what another person heard?"

   "How does a person know that what they heard is what the other person said?"

4. The students may complete the same observations with community workers.

Sample
DATA SHEET

Phase 1: Students are to observe school worker and record how messages are sent and received. The important part of this activity is for the student to begin to identify the ways that we communicate.

Phase 1

School Worker	Messages Sent	Messages Received
Cook	Spoken Written Order Form Telephone Signaled with hands	
Librarian		Intercom Written Note Spoken from a student Phone
Secretary Bus Driver Custodian		

Phase 2: Students are to observe how message are interpreted and resent. The important segment of this activity is that students identify how messages are interpreted and resent.

Phase 2

School Worker	Messages Interpreted	Message Re-sent
Cook	Ordered meat	
Librarian		Wrote note to teacher for student to take back.

Phase 3: Students are to observe one worker and record a complete cycle of events in communication. The important segment of the activity is that students will begin to recognize that communication is continual based on the given model.

Phase 3

	Sent	Received	Interpreted	Re-sent
Cook	Intercom: I need Room 23's lunch count.	Secretary hear message on intercom.	The cook needs Room 23's lunch count.	Intercom: Room 23, we need your lunch count.
			Room 23's lunch count is . . . Message was received and interpreted accurately.	

Continue all school jobs.

NOTE: This activity is successful when implemented in groups of two-three students.

CAREER GUIDANCE ACTIVITY

TITLE: Kid Power

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To identify and record helpful behaviors and plan and participate in a monthly student experience.

TIME: 3-4 hours each month

MATERIALS: Varies

PROCEDURES:

1. Each month two or three students and the teacher will plan a total class activity.

2. Students involved will identify the role of "planner and total class responsibilities. Helpful behaviors necessary for successful completion of the activity should be discussed.

3. Following each activity the class will discuss observed responsibilities and behaviors of planners and total class.

4. Activities, responsibilities and helpful behaviors will be put on a timeline chart (see example). This will be an ongoing, year-long display.

NOTE: It is important that all students be involved as planners and that all students' plans are followed as closely as possible by the teacher so that students may learn how their behavior affects acceptance of responsibility.

Experience Chart

Comment: This chart would be a timeline of the school year events. The chart should be continual and placed around the room starting with the first day of school.

		Planners	Group
September	Class Picnic	Enough food Games	Getting along Cleaning up
October	Halloween Party	Provided for class ideas Planned ahead Asked rather than told others	Cooperated Were not rowdy Helped others
November	Thanksgiving Play		
December	Christmas Cards		
January	Field Trip		
February	A Bulletin Board Display		
March	Spring Play		
April	Parents Night		
May	Planting a Garden		
June	Play Day		

These are student-observed responsibilities, that are recorded after the event has occurred. Students should identify constructive comments or helpful behaviors.

NOTE: A photo picture collage of each event would be beneficial for recapping the school year with students. The display would remain observable for the whole year.

CAREER GUIDANCE ACTIVITY

TITLE: D.M.

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: The student will be able to identify decisions, alternatives and possible outcomes of decisions.

TIME: Varies, ongoing

MATERIALS: Stopwatch

PROCEDURES:

1. During a week, the teacher will give each student an opportunity to observe and tally the number of decisions made by one other student i a one- to three-minute time period. The teacher will provide the student with a timing device.
2. At the end of the observation, the student will bring their tally to the teacher and discuss on a one-to-one basis. The teacher maintains a record of the number of decisions made and time lengths. Example: 3 minutes - 15 decisions.
3. At the end of the week, class discusses the number and types of decisions made. The class may compute the average number of decisions made per minute, make graphs and charts, etc.
4. Repeat the process observing group of students, the total class, the teacher, school workers, community workers.
5. Repeat the process identifying outcomes or effects of decisions observed and possible alternative decisions.

NOTE: The purpose of this activity is to observe decisions, NOT to place a value on them such as "right" or "wrong."

Points to Keep in Mind for Discussion: Read this very carefully. it is very important to the activity.

People continually make decisions. We are in control of the decisions. We cannot control the outcomes of decisions. There are alternatives to any decision. Decisions require some sort of action (even deciding not to do something requires an action). Others made decisions that affect us, but we may choose to comply or not comply with those decisions.

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Allocation of Resources

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: Reach consensus on the use of class P.E. equipment or other classroom materials.

TIME: 60 minutes

MATERIALS: P.E. equipment, other resources as determined

PROCEDURES:

1. The teacher will display all P.E. or playground equipment available to students.

2. Students form into groups of five and each group determines what the total class will dow with the equipment for a week; e.g., Group I in charge of ball; Group II in charge of bats; etc.

3. Each group will present their plan to the group. The total group will then determine which plan bet fits the class needs by reaching consensus (not voting). This may involve listing needs of the class, rank ordering the needs, matching the needs to the suggestions, etc.

4. Following consensus, the total class will utilize the equipment for a week based on the agreed plan.

5. At the end of the week, the class will discuss the effectiveness of the plan. Students may choose to modify, throw out, or keep the plan.

6. Repeat the same processing using various situations. Examples:
   A. Each student must complete three math problems on the chalkboard. Only 10 minutes are available for the total class to do this. There are only two pieces of chalk available for the total class.

   B. Group I has control of all pencils in the room; Group II has control of all paper; Group III has control of the drinking fountain, Group IV has control of all scissors, Group V i charge of all glue; Group Vi in charge of all paint, etc. Students devise a plan for sharing the equipment in order to complete an art project.

7. Simulated or real situations can be developed dealing with family, school, working, and playing situations.

CAREER GUIDANCE ACTIVITY

TITLE: Pens

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in small-group discussion, identifying methods to complete the task of assembling a ball-point pen.

TIME: 60 minutes

MATERIALS: 1 ballpoint pen/student small boxes

PROCEDURES:

1. The teacher will provide one ball-point pen per student. The pens should be of the same size so all parts are interchangeable.
2. Pens should be disassembled placing all the tops in one box, springs in one box, etc.
3. The students will form into group of five. Each group will identify one method of assembling pens, such as the assembly line. See sample of Living Assembly Resource Kit.
4. Groups should share and discuss plans.
5. The students then assemble pens using various plans. A discussion of advantages and disadvantages of each method should take place.

LINE ASSEMBLY RESOURCE KIT

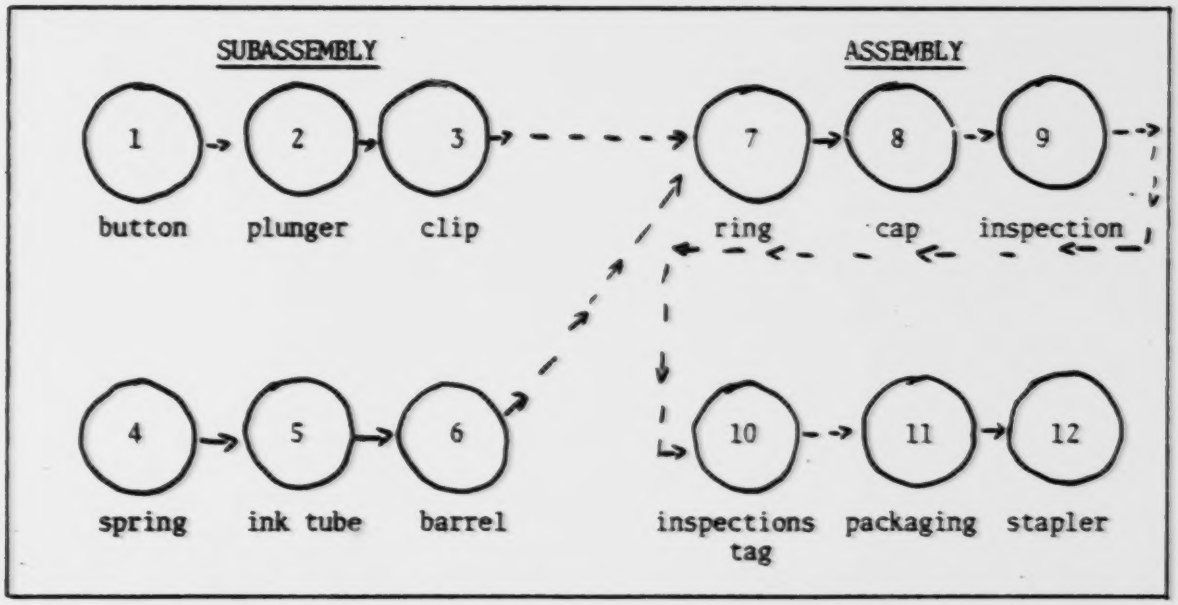
In many instances, it is an advantage to have a short classroom activity to either start a unit of work or to demonstrate a concept during a unit. The following discussion deals with a resource kit which was developed to demonstrate elementary concepts related to line assembly.

The kit contains:

1. Inexpensive ball-point pens
2. Packaging material (plastic sandwich bags)
3. Staplers
4. Process titles (subassembly, assembly, inspection, packaging)
5. Inspection tags
6. Inspection stamps
7. Paper plates

The activity consists of dividing the class into two teams and running a competitive line assembly of the disassembled pens. The assembly flows through subassembly, assembly, inspection and packaging. The first team to complete the entire assembly is the winner.

Each student on subassembly and assembly has a work station with the process title and paper plate containing the part to be assembled. As the pen completes assembly, it is inspected for mechanical operation and correct color of parts; then, it moves to the inspection station where a tag is stamped. The tag and pen are then placed in the plastic bag and stapled.



CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 3

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES

Suggested Activities Grade 3

3-5.1	Who Moved?
3-5.2	Tool Relay
3-5.3	Telling Traits

CAREER GUIDANCE ACTIVITY

TITLE: Who Moved?

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in small-group activity matching identified movements and skills to school workers.

TIME: 60 minutes

MATERIALS: Magazines, art materials

PROCEDURES:

1. In a P.E. class, the teacher will instruct students in a free movement activity.

   Example:

   A. Move around the room like some sort of tool (or occupation, product, worker, machine, etc.) (Airplane, coffee pot, etc.)

   B. Join with one other student and the two of you move around the room like some sort of tool (occupation, product, etc.)

   C. Form groups of six and decide how the six of you can move like a tool, a machine, an occupation, etc.

2. Groups can demonstrate their movement for the total class. Other students can try to guess what is being demonstrated.

3. I the classroom, each group of six lists physical movements or skills that could be used in the world of work or occupations.

4. The students, in their groups of six, cut out pictures of occupations to match identified physical movements or skill. Groups construct bulletin boards.

5. After all bulletin boards are up, student observes school workers and lists all the physical movements, from their bulletin board, that the worker uses.

CAREER GUIDANCE ACTIVITY

TITLE: Tool Relay

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To create and display a skill relating to a chosen tool.

TIME: 30 minutes

MATERIALS: "Materials and Tool List"

PROCEDURES:

Activity:

Day 1: Allow students to list on the chalkboard, for ten minutes, all of the tools they can think of; have one student compile the list. Be prepared to bring 15 of the tools to use on Day 1.

Day 2: Divide the class into five groups. Place fifteen of the students' desks at one end of the room with one of the tools at each desk. On each desk have the name of the tool, the tool, and a picture of the tool.

At the large table the students will be lined up into their five groups. Have all the names of the tools that the class has thought up before this exercise. Place them in scattered fashion on the table. Included within these will be the ones that are on the desks.

Day 3: Repeat the exercise again using different tools and different names. It is important that students be allowed to choose the groups they wish to get in. You may decide to substitute different tools and different words, remembering to keep the basic words of all the tools you have at the large desk for the students to choose from.

Day 4: The purpose of this session is to have students writ the name of the tool; this time do not provide the name card at the large desk. The students will go down and pick up the tool and come back and write the name of it an hold up he tool an say the name.

Example: Hold up he tool and say the name "hammer" and wills how you the correct written form. If it is incorrect, they must go back to that table where they got the hammer from and look at how the word is spelled and come back and spell it again.

On the front of the desk there should be a picture of the object so that the object gets back to its original placement.

NOTE: This activity should be repeated at least three to five times before moving to Day 5.

Day 5: The students once again get into groups of five. They find the tool, tell you he name of it, spell it verbally an explain its use.

Day 6: Same process again, only this time they will pick up the tool and bring it to you, hold up he tool and identify it. The student will find the media or the necessary items that will demonstrate the use of the tools, and demonstrate the use of the tool to the teacher. You may wish to have some demonstration of the use of the various tools before this activity. The activity should be repeated at least there times befor moving on to Day 7.

Day 7: Each student will select a tool from the 15 available allowing for duplication. Each student will write a short creative story about that tool.

Day 8: Develop a bulletin board of the tools and related stories.

Suggestions: After studying the basic tools identified by the students, bring in tools related to one occupation.

Example: Restaurant implements. Repeat the experiences as in the order above and have a chef or cook come out to demonstrate the use of the tools or implements.

Comment: Part of the process is having a choice. One should be aware that process is error prone and one has to have faith, trust, creativity, and willingness to allow for mistakes. If you, the teacher, experience failure, hang in there. Be creative and modify the group or procedure in order that the activity may be tried again. Children have greater patience than adults.

CAREER GUIDANCE ACTIVITY

TITLE: Telling Traits

GRADE LEVEL: 3

OBJECTIVES OF ACTIVITIES: To participate in a small-group skit depicting a worker trait in relation to a job within an occupation.

TIME: 90 minutes

MATERIALS: Worker Trait Chart (See sample)

PROCEDURES:

1. The teacher will provide the students with a chart showing Worker Traits. (See sample)
2. The class will discuss the worker traits listed and add any that they feel are appropriate.
3. The class then divides itself into groups of five. Each group appoints a convener and recorder.
4. Each individual group completes the remaining parts of the chart in relationship to students.
5. By consensus the class completes the chart based upon input from small groups of five.
6. Each small group chooses one of the worker traits and develops a skit or play depicting a job within an occupation that would demonstrate the trait.

SAMPLE CHART

Worker Traits	Applies to Students	When?	Why?
Gets along with others	Yes	Lunchroom P.E. Recess	
Follows through on responsibility			
Can read and follow written directions			
Can understand directions given verbally			
Can help others without hurting their feelings			
Honest			
Understand feelings and attitudes of others			
Works with enthusiasm when completing a task			
Can work well alone			
Considers alternatives before making decision			

PORTLAND PUBLIC SCHOOLS -- **CAREER EDUCATION** -- PreK-3

Student _____

CAREER DEVELOPMENT CHECKLIST

(Numbers in parentheses refer to State mandated Career Education goals. See reverse. Indicate with a ✓ when activity relating to goal has been completed.)

PRE-KINDERGARTEN Teacher _____ Date _____

____ 1. Be aware of other people and their feelings. (4.1, 4.2)
____ 2. Begin to identify workers in the community. (2.2, 2.3)

KINDERGARTEN Teacher _____ Date _____

____ 1. Recognize the role of each family member. (1.1, 2.2, 3.1, 3.2)
____ 2. Be aware of the rights and responsibilities of the individual at home and at school. (1.2, 2.2, 3.1, 3.4, 4.2)
____ 3. Become aware of choices in making decisions. (1.3, 4.3)
____ 4. Explore the need to share and cooperate to complete tasks. (1.2, 3.4, 4.2)
____ 5. Know the jobs of home members and school workers. (1.4, 2.1)
____ 6. Identify within the home unit those items that are needed and those that are wanted. (1.4)
____ 7. Identify different tools for different careers. (5.2)

GRADE 1 Teacher _____ Date _____

____ 1. Be aware of the importance of getting along with other people. (1.2, 3.1, 3.4, 4.2)
____ 2. Be aware of the consequences of personal decision making. (1.3, 4.3)
____ 3. Acquire the ability to develop rules with others, accept direction and take responsibility. (3.4, 4.2)
____ 4. Be aware that school is a job that requires mastery of basic skills for success. (5.1, 5.3)
____ 5. Be aware of the importance of "self" as an individual and as a worthwhile member of groups. (1.2, 3.2)
____ 6. Identify the similarities and differences between home roles and school roles. (2.2, 3.1)
____ 7. Compare home, school and community jobs and activities. (1.4, 2.3)
____ 8. Be aware of the exchange of goods and services. (2.4)

GRADE 2 Teacher _____ Date _____

____ 1. Be aware that people have varying capabilities. (3.2, 3.4, 4.4)
____ 2. Identify ways people interact in meeting individual and group goals. (1.2, 3.4, 4.2)
____ 3. Be aware of alternatives to problems and be able to express them. (3.4, 4.1, 4.2)
____ 4. Be aware of the different methods people use to communicate. (4.1)
____ 5. Gain a knowledge of jobs necessary to maintain the community. (1.4, 2.3, 3.3)
____ 6. Relate basic skill development to life roles within the community. (2.1, 5.1, 5.3)
____ 7. Become aware that jobs and communities are dependent on each other. (3.3)
____ 8. Explore how money is used. (2.4)

GRADE 3 Teacher _____ Date _____

____ 1. Learn to use problem-solving skills in making decisions. (4.3)
____ 2. Identify the contributions of community members. (3.3)
____ 3. Be aware of the different ways that people achieve their goals. (4.4)
____ 4. Participate in active groups in order to develop individual and group goals. (1.2, 3.1, 3.4, 4.2)
____ 5. Recognize the similarities and differences between producer and consumer life roles. (2.1, 3.2)
____ 6. Compare local jobs to jobs in general. (3.3)
____ 7. Be aware of the work that people do in other cities of the world. (2.3)
____ 8. Explore how different tools help people do their work. (5.1, 5.2)
____ 9. Recognize the need for a monetary system. (2.4)

Portland Public Schools
CAREER EDUCATION GOALS
Grades PreK - 3
(developed by Oregon Department of Education)

1. Students will identify and develop attitudes about the world of work.

   1.1 Understand the roles of family members.
   1.2 Recognize that some work requires individual effort and other work requires group participation.
   1.3 Be able to identify attitudes of others within the world of work.
   1.4 Be able to recognize why most members in a community seek work.

2. Students will acquire knowledge about the world of work.

   2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.
   2.2 Identify various tasks the student performs within the family.
   2.3 Begin to identify workers in the community.
   2.4 Understand the need for a monetary system.

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

   3.1 Recognize his/her relationship to family and school.
   3.2 Describe how an individual's uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.
   3.3 Understand the relationships within the physical environment.
   3.4 Be able to recognize acceptable behaviors in the home, school, and community.

4. Students will develop skills in decision making, communicating and creating, as related to the world of work.

   4.1 Identify basic methods of communication.
   4.2 Identify skills used in interpersonal relationships.
   4.3 Identify examples of decision-making in the career development process.
   4.4 Develop an awareness of the creativity in many occupations.

5. Students will develop physical and mental skills related to occupational roles.

   5.1 Be aware that the world of work requires certain physical movements or skills.
   5.2 Be able to understand tools as an extension of the body.
   5.3 Identify the relationship between classwork, physical and mental activity, and career choice.

DESCRIPTION OF CAREER DEVELOPMENT COMMERCIAL MATERIALS K-5

PORTLAND PUBLIC SCHOOLS
CAREER/VOCATIONAL EDUCATION DEPARTMENT

ALL PRICES ARE SUBJECT TO CHANGE. WRITE FOR NEW CATALOGS.

Argus Communications: One DLM Park, PO Box 6000 Allen Tx. 75002 Ph 1-800-527 4747

Many motivational posters available. Send for Catalog.
Poster: Whose Job is it? #61022

Career Aids Inc: 20417 Nordhoff St. Dept.C, Chatsworth Ca 9131

Software: Career Counselor #1L066(Apple) $59.95. Students learn how to choose a satisfying career by analyzing their likes and dislikes. Easy to use menus an displays. 501 careers listed. Grades 3-5.

Positive Attitudes Toward Work #XY608(Apple) #XY648(IBM PC) $64.95. Students examine how attitudes affect the way people work. Grades 4-5.

Motivation: Go For It #XY610(Apple) #XY650 (IBM PC) $64.95 Through examples students decide the kinds of motivation they feel is important. Disc & two Booklets. Grades 4-5.

Personal Habits For Job Success #MY192(Apple) $54.95. Students are challenged to make positive decisions through instruction designed to encourage good personal habits. 1 Disc with Back-up & Instructional guide. Grades 3-5.

Math Skills at Work #ME7158AD(Apple) #ME7158TD (TRS) $39.95. Everyday math problems are presented in six common occupations. 1 Disc, guide & printed materials. Grades 4-5.

Following Written Directions #MY203 $54.95. Students learn the importance of following directions by reading, analyzing and organizing information. Disc with Back-up & guide. Grades 4-5.

Following Directions #ME7304AD(Apple) #ME7304TD (TRS) $39.95. Students learn that their overall school success is based largely on how well they follow directions. 1 Disc, student workbook & guide. Grades 4-5.

Charts: School Subject Charts #CGSSC $9.95. Five color charts that show students that their favorite school subjects can lead them to a rewarding job. Grades 3-5.

Posters: Exploring Careers # WC951053 $8.95. Fifteen full color posters help students explore specific career areas. Comes with teacher's guide. Grades 3-5.

Kits: Career Awareness Plus This program gives students a chance to explore a number of job opportunities at four locations common to most communities. Each comes with 164 pg. jobs book, a 48pg. wordsbook, a 16pg. wordcards book & a teacher's guide. Hospital Jobs #JN352. Store Jobs #JN353. Restaurant Jobs #JN354. Hotel/Motel Jobs #JN355. $11.85 each. Grades 4-5.

Life Skills Listening #EDAB304 $149.00. This kit includes 10 cassettes, 30 student record books, answer key & teacher's guide. High interest/low vocabulary. Students learn that most information in life and on the job is acquired from listening. Grades 3-5.

Spirit Masters: Self-Awareness #CP621 $8.95. 25 masters including games, puzzles, vocabulary and exercises. Topics include exploration of personal characteristics & interests, and goal setting. Grade level unknown.

Career Education Project Cashmere School District
210 S. Division Cashmere Wa.98815

Monographs: Career Education $1.00. School Community Goal Setting $1.00.

Teacher Books: CE Activity Guide Language Arts & CE Social Studies & CE Grades K-5 Math & CE Science & CE Grades K-8 Music & CE Art & CE Health & CE Physical Ed & CE Grades K-12. Original American Early Morning Primer-A How to do it Guide. $6.00 each.

Curriculum Publications Clearinghouse
Western Illinois University Macomb Ill 61455

Kits: The Uncomplicated Elementary Career Education System for the "Real" Classroom Complete set #141 $27.00. Prepared by classroom teachers for the infusion of career education into the existing curriculum. The materials contain "hands-on" teaching ideas. Career Card File K-3 #141a $7.00. Career Capers Grades 4-6 #141b $5.50. K-6 Factivities for Building Administrators #141e $6.75.

Methods and Materials for Teaching Occupational Survival Skills #125 $19.95. This kit contains twelve modules divided into 5 or more sections covering all aspects of working: communication, motivation, program solving and responsibilities. Grades 4-5.

Guide & Handbook: Career Development for students with Special Needs #135 $10.50. Identifies competencies and assist with skills important in career education. Grades K-12.

Career Development for Students Set of 3 handbooks for Grades K-8 #121 $13.25. Three volume set of handbooks provides directions for teachers integrating career information into subject areas. Student activity pages are designed to be duplicated for class use. Grades K-3 #121a. Grades 4-6 #121b. $4.50 each.

Guides to Occupational Orientation #114 Set of 6 $24.00. A series of learning activity packages, teacher references and career resources to assist students with the wide range of occupational choices available within a specified field. Designed for basic awareness. Grade level ? Applied Biological & Agricultural Occ. #114a. Business, Marketing, Management Occ. #114b. Industrial Occ. #114d. Personal & Public Service Occ. #114e $4.50 each. Health Occ. #114c $6.00. Teacher's guide #114f $2.75.

A Guide to Free Career Guidance Materials #186 $4.00. Designed to help schools obtain large numbers of free career related materials from national associations, corporations and government agencies. Contains lists, mailing labels and sample letters. Grades K-5.

Bibliography of Bilingual Materials for Career/ Vocational Education #160 $1.75. Grade level ? Career Exploration Booklets #148 $22.25. This materials dealing with areas of career exploration for special needs students. Includes 16 information booklets, 16 evaluation booklets, and manual. Grade level ?

DLM Teaching Resources PO Box 4000 One DLM Park Allen Tx 75002

Kit: Career Card File #421J $39.50. Resource file develops skills needed for nine careers. Kit includes 200 cards, divider cards, spinners, 100 award certificates, instructions & box. Grades 3-5.

Wookbook: Changes, Choices & Challenges #D4811J $3.00. Teacher's Guide #D4812J $2.00. This reading program gives practice in vocabulary, reading, comprehension and writing while exploring future options. Grades 4-5 (readability 3.0-3.9).

Puzzle: Clock Puzzles #354J $10.25. 25 two-sided cards are color-codes and self-correcting. One side shows time by half hour; other by minutes. Instructions included. Grades PreK-3.

Stamp: Clock Stamp #264J $8.50. 3" rubber stamp depicts a clock face with numerals and minute marks. Students draw in the hands to show desired time. Grades PreK-3.

Cards: Consequences #16002J $12.00. 71 cleverly illustrated 12"x6" cards presenting thought-provoking problems for class discussion or writing. Box and Manual included. Grades K-5.

Consumer Sequential Cards #469J $7.75. Thirty colorful 5 1/2"x6" cards that encourage language development and social awareness and teach consumer skills. Grade Sp. Ed.

Wookbook: Daily Experiences and Activities for Living Working Workbook #D4141J $3.25. Teacher's #D4142J $2.00. These self-contained workbooks give information on finding work, applying, interviews and attitudes on the job. Other workbooks available on Consumerism and Transportation. Grades 4-5 (readability 3.0-3.9)

Faces, Feats and Figures #D4821J $3.00. Teacher Guide #D4821J $2.00. This reading program gives practice in vocabulary, reading, comprehension & writing through examination of people who left their mark in history. Grades 4-5 (readability 3.0-3.9).

Cards/Tape: Familiar Sounds - Careers #480J $13.00. Students listen to 50 sounds associated with 10 career areas. Picture cards, tape & instructions included. Grades K-3.

Cards: Flip & Learn Money #D1900 $6.50. Ten self-correcting cards to identify and count money. Instructions included. Grades K-3.

Flip & Learn Time #D1800J $6.50. Students gain immediate feedback as they read the time, write it down and then flip the card to find the correct answer. 10 cards and guide. Grades K-3.

Independent Living Sequential Cards #470J $7.75. Thirty colorful 5 1/2"x6" cards depict women and men doing common household work. Grade Sp. Ed.

Kit: It's About Time: Clocks and Calendars #D1200J $55.00. These programs are designed for primary grades. The activity cards are easy to follow and separated into sections. Kit includes 84 cards, masters, dividers, manual & storage box. Grades 1-3.

Laminated Teaching Clock #449J $18.95. Set contains two-sided clock faces, grease pencil, marking pen, cloths and instructions. Grades Primary.

Money Big Box #715J Total program $168.00. A ready to go math center in one box. This program contains: dominoes,coin stamps, coins and bills, puzzles, money wheel, drill cards, buy & sell game, amusement park game, money game, shopping list games part 1 & 2. Each item also sold separately. Money Dominoes(28) #352J. Coin-value Dominoes(30) #628J. What's Your Change Drill Cards #545J. $6.50 each. Amusement Park Game #412J $18.50. U>S> Head Coin Stamps #258J. U.S. Tails Coin Stamps #349J $14.75 each. Money Game #272J $11.75. Shopping List Game I #321J. Shopping Game II #365J $12.00 each. Coin Puzzles #340J $10.50.

Moving Up In Money I #428J $46.50. Program provides individualised practice in identifying and counting coins & dollars. Includes cards, dividers, masters, instructions & box. Grades 3-5 and Sp. Ed.

Moving Up In Money II #7306 $46.50. More practice up to $20. Grades 3-5 and Sp. Ed.

Moving Up in Story Problems,Time & Money #709J $46.50 This practical program concentrates on story problems depicting real live situations involving time and money. Four basic computational skills using 1,2 and 3 digit whole numbers and basic time telling concepts. 160 cards, divider cards, covers certificates, guide & box. Grades 3-5.

Moving Up In Time #344J $46.50. Extended practice in general time and special events. Program includes 180 cards, masters, dividers, award certificates, manual & box. Grades 2-5.

Clock: Plastic Clock #263J $3.00. Durable plastic clock 2 3/4" with movable hands. Grades PreK-2 & Sp. Ed.

Kit: Reading to Learn: Focus on Being a Consumer Complete Set #704J $76.00. Set of 14 Consumer Books #911J $15.50. This program teaches survival skills through high interest materials. Program includes student booklets, masters, tapes, charts, posters, brochures, guides & box. Grade level ?

Reading to Learn: Focus on Leisure Time Complete Kit #639J $76.00. Set of 16 Leisure Time Booklets #910J $18.75. Grade level ?

Survival Words Program #F9800J $110.00. This program teaches automatic identification of 90 words & phrases considered most essential for survival. Kit includes 5 pre/post test strips, 3 copies of 9 books, 90 worksheets, 45 mastery test strips, word strip holders, comprehension exercises, guide & box. Grades 4-5.

Time Tales and Tasks #D4700J $30.00. Multisensory program to develop awareness of time in daily life. It includes cassettes, masters, flashcards, guides vinyl binder. Grades K-5.

Judy/Instructo Minneapolis Mn 55406

Book: 12 Learning Units in Careers (write for current price). This book gives complete instructions including bulletin board ideas, reproducable worksheets and much more. Recommended for M S but can be adapted to grades 3-5.

Kaplan School Supply Corp 600 Jonestown Road PO Box 15027
Winston-Salem N.C. 27103
Ph 1-800-334-2014

Calendar: Calendar Facts #1P2259 $11.95. Parctice with days, weeks, months and years. Grades K-3.

Clock: Clock Dial #1P9330 $4.95. 11 1/2" diameter dial with special clock face on back. Grades K-3.

Stamp: Clock Face #1P11055 $3.50. This rubber stamp produces clear impression 2 5/8" in diameter. Grades K-3.

Kit: Career Awareness Kit #1P4375 $41.30. Kit consists of 30 figures for comprehensive study unit. Government Careers #1P0998. Services Careers #1P9537. Transportation Careers #1P0836. $9.75 each. Each set contains 6 pieces. Grades K-5.

FS/Cas: Boys and Girls Can Do Anything #1P3181 Complete set of 4 $110.00. Includes guides. Can be purchased separately. Boys and Girls Can Do Anything #1P3193. The Choice Is Yours #1P5759. The World Is Wide Open #1P3186. Think About The Future #1P3181. $33.00 each. Grades K-3.

Puppets: Community Helpers #1P8886 $22.99. Full-sized puppet playmates. Brightly colored and durable. Comes with a nurse, police officer, fire fighter, and doctor. Grades K-3.

Costumes: Deluxe Nurse #1P3000. Black Star Knight Spaceman #1P5045. Police Officer #1P5044. Special Forces #1P5050. $24.00 each. Fire Fighter #1P3062 $18.00 each.

Puppets: Community Puppets Soft hand-made puppets that represent a variety of professional people found in any community. Approximately 10 1/2" tall.

	WHITE	BLACK
Nurse	1P9445	1P9446
Doctor	1P0825	1P0817
Police Officer	1P0833	1P0831
Fire Fighter	1P0073	1P0403
Postal Worker	1P0067	1P0072
Professor	1P0065	1P0832
Teacher	1P0826	1P0676
Farmer	1P0777	1P0675

$6.00 each. Grades K-5.

Puzzle: Floor Puzzles Large puzzle pieces which invite interesting class discussions. Puzzles are 61cm x 91cm. Printed on plastic-coated board for easy cleaning. Making Clothing #1P2090. The Fire Fighters #1P2090. Safety #1P2058. The City #1P1816. The Park #1P1885. Transportation #1P1760. The Farm #1P1175. $12.95 each. Grades K-5.

Photographs: Foto Word Series #1P2334 $49.95. 72 objects/occupations color photographs. Grades K-3 & Sp. Ed.

Puzzle: Handtools #1P11499 $15.00. Tool name is printed under each item. Grades K-3.

Calendar: Judy Calendar #1P4670 $28.50. Quality wood calendar that has changeable dates. Grades K-3.

Kit: Kaplan's Tool Set #1P3409 $89.95. Handy metal tool box equipped with all the essential tools. Appox. 15 tools. Grade level ?

Puzzle: Knobbed Peek-A-Puzzles - Vehicles #1P11376. Who Does What? #1P11374. $7.95 each. Children discover a surprise under each piece to help them match ideas and shapes. Grades K-2.

Kit: Living in America - Shopping #1P2388 $36.95. Everyday situations using money and shopping in a supermarket, department store, bakery or other retail establishments. Grades K-5.

Milliken Time Savers Career Education When I Grow Up I Want To Be #1P5986 $4.95.

Money Kits Realistic metal coins and paper bills stimulate students to learn the concept of money as medium of exchange. Complete School Kit has 890 coins and 500 bills #1P9328 $33.00. School Kit has 300 coins and 50 bills #1P8505 $6.50. Junior School Kit has 150 coins and 50 bills #1P8474 $4.60. Student Kit has 40 coins and 10 bills #1P9329 $1.50. Grades K-3.

Stamps: Money Stamps Can make life-size imprints of coins. Comes in set of five which includes one, five, ten, twenty-five and fifty cent pieces. Heads #1P9282. Tails #1P9283. $5.95 each. Grades K-4.

Puzzle: Occupation Hats #1P11491 $13.00. Occupation name is under each hat to identify and match. Grades K-3.

Occupational Jerry #1P2352(white) #1P2353(black) $20.00. 10 1/2" wooden occupation puzzle. Velcro body and clothes parts allow Jerry to become 5 different occupations. Grades K-3.

Occupational Puzzles Wood frame puzzles 9" x 12". Eleven to twenty-two pieces in each. Firefighter M-B #1P9229. Grocer Cashier #1P9230. Salesperson #1P7519. Telephone Lineperson #1P7343. Mail Carrier M-W #17726. Farmer #1P7924. Nurse F-W #1P7724. Dentist M-W #1P7725. Construction Worker #1P7925. Teacher F-B #1P9306. Doctor M-B #1P9310. Dentist M-B #1P7919. Barber #1P7514. Police Officer M-B #1P7467. Mail Carrier M-B #1P6687. Carpenter #1P9228. Firefighter M-W #1P7923. Astronaut #1P7727. Nurse F-B #1P7922. School Crossing Guard #1P9249. Nurse M-W #1P7876. Police Officer M-W #1P7933. Judge #1P7723. Secretary #1P7861. Car Mechanic #1P8181. Teacher M-W #1P7877. Police Officer F-W #1P7754. Doctor F-W #1P7722. Teacher F-W #1P7718. TV Reporter F-B #1P8183. Librarian #1P7719. Pilot #1P7875. $4.80. Grades K-4.

Clock: Original Judy Clock #1P9121 $12.95. Moveable hands, visible functioning gears and elapsed-time bezel. Grades K-3.

Original Mini-clocks #1P8958 $9.95. Set of 12 with teacher's guide. Grades K-3.

Kit: Plastic Pipe Set #1P4720 $54.00. 29 piece set with two bases. Actual industrial fittings make this set a realistic manipulative one for the child. Grades K-5.

Tool: Playstore Cash Register #1P20 $10.85. Spacious, divided cash drawer, bell rings when drawer opens. Appox. 7"x7"x7". Grades K-3.

Kit: Plumber's Friend #1P3439 $89.00. A unique building set consisting of chrome-plated rust-resistant finish. 57 piece set of steel. Pipes are virtually indestructible which includes a metal case w/handle. Grades 3-5.

Calendar: Stick'n Stay Calendar #1P0217 $15.00. This calendar is unique way for teaching days of the week, date, month, year, weather,seasons, and position of the moon. Pieces stick with velcro. Grades K-3.

Pictures: Teaching Pictures #1P3291 $29.95. 36 full color 12"x18" pictures of everyday scences, holidays, seasons and community workers. The back of each picture contains games and activity suggestions for vocabulary and concept development. Grades PreK-2.

Learning About Careers #1P6971 $8.95. Grades K-3.

Cards: Telling Time #1P1895 $29.95. 72 11" cards teach time concepts. Grades K-3.

Activity: Transportation #1P11343 $2.95. Twenty reproducible pages to reinforce primary units of study while providing hands-on fun. Grades K-2.

Kit: Wood Tool Chest and Tool Set #1P3405 $37.00. Large two wing tool storage chest with a variety of tools. Grades 2-5.

Lakeshore 2695 E. Dominques St. PO Box 6261 Carson Ca 90749

Book: About Me #BK7615 $6.50. This book tells of the many things a young girl can do. Grade level ?

Game: The Allowance Game #LC1279 $9.95. This set comes with game board, money, playing pieces and instructions. For 2-4 players. Teaches how to handle their own money. Grades 3-5.

Book: Be What You Want To Be #WK95 $5.95. This book gives directions and illustrations for creating props from common materials to role-play 30 different occupations. Grades K-5.

Kit: Career Association Hardwood Lotto Set #LC1330 $24.50. To develop career awareness as well as language and perception skills. Grades K-3.

Cards: Career Classification Cards #LC913 $4.95. 15 pairs of bright, laminated cards to improve classification skills while increasing career awareness. Grades K-3.

Kit: Career Costume Set #LC800X $99.00. This set includes 4 realistic, rugged uniforms and hats: police officer, fire fighter, nurse, doctor. May be purchased separately. Grades K-3.

Career Hat Box #LC820 $34.50. Set of 7 hats: fire fighter, construction hard hat, ship's captain, rescue worker, police officer, sailor & engineer. Crushproof box. Great for primary centers. Grades PreK-3.

Careers Flannel Board Set #IN157 $9.95. Set of pre-cut flannel pieces stimulating the child's oral expression and introducing beginning reading and language. Grades K-2.

Pictures: Classification Concept Photos 2 - All these are used to build things #LC912 $4.95. Set of 30 laminated photo cards with familiar objects according to similar characteristics. Grades K-3.

Box: Classroom Tool Box #WB2 $29.50. Portable 7"x22"x6" deep carrier to keep tools safely stored. Grades 3-5.

Kit: Classroom Tool Set #LX892 $149.00. 24 piece set of real durable childsized tools. Enough for entire class. Grades 3-5.

Tool Starter Set #LX881 $59.00. Basic 10 piece set of real durable child-sized tools for young carpenters. Grades 3-5.

School Age Supplemental Tool Set #LX873 $48.00. For more advanced woodworking projects compliments the basic tool set. Grades 3-5.

Stamp: Coin Rubber Stamp Set: Heads #LC631. Coin Stamp Set: Tails #LC632. $5.95 each. Teaches identification and money problem-solving. Set of 5. Grade level ?

Activitiy: Content Area Reading Pack #IR1403 $29.70. Each pack contains 6 duplicating books with 20 high interest activities. This series "All about People & Places" has stories like "Who was George Washington Carver?" Grades 3-4.

Stamp: Dollar Bills Rubber Stamp Set #LC559 $9.95. Three piece wooden set 2 1/2"x4 1/2". Grades K-5.

Puzzle: Firefighters Giant Floor Puzzle #JD3. Farm Scene Floor Puzzle #JD9. $14.95 each. Grades K-3

Board: Flannel Board 36"x48" #IN9 $49.95. Grades K-2.

Book: Free To Be You and Me #BK2323 $9.95. An upbeat "Yes I Can!" book. Soft cover with sheet music, poetry, photos and more. Grades K-5.

Girls Can Be Anything #BK3313 $8.95. This book lets students discover there is no limit to the things girls can do. Grades 3-5.

Cards: Great Beginnings in School-age Activities #LC450 $19.95. Over 150 activities school-agers can make and do on their own. Includes crafts, cooking gardening, woodworking, outdoor games. Grades 2-5.

Puzzle: Fire Engine #LC471. Boat #LC496. Train #LC493. $4.75 each. Laminated hardwood measuriing 7"x9" each with 6 simple pieces. Grades K-1.

Book: I Can Do It! I Can Do It! #BK8707 $12.95. 135 individualized activities using comeon classroom materials. Grades K-3.

I Know What I Like #BK2261 $9.25. This book gets students to begin thinking of their own likes and dislikes. Grades K-2.

I'm Busy, Too #BK2268 $9.25. This book tells of a child's job at school in comparison to adult jobs. Grades K-3.

Kit: Indestructable Pounding Bench #LC1428 $14.95. Lets kids be carpenters. This unbreakable set comes with bench, pegs and hammer. GradesK-2.

Lakeshore Classroom Money Kit #LC555 $36.00. Set includes 240 plastic coins, 300 paper bills packed in a cashier's tray. Grades K-5.

Activity: Learning About Money #FK639 $4.95. 20 duplicating master for money recognition & basic computation skills. Grades 2-5.

Cards: Learning About Money Turn & Check #FK820 $4.95. 14 self-checking activity cards for practicing money skills. Grades 2-5.

Kit: Lego Vehicle Set #LG1067 $22.95. This 187 piece set lets students create real working vehicles from an ambulance to busses. Comes with no-read instructions 14 people figures. Grades 2-4.

Little Hauler Pull Toy #LC1421 $14.95. This set includes people that bob up and down, truck and blocks. Grades PreK-1.

Activity: Making Change #MMT1512 $4.95. Twenty fun duplicating masters to teach kids how to make change. Grades 3-5.

Bag: The Money Bag #LC1841 $14.95. Contains 300 paper bills in four denominations and four coin tubes filled with over 125 coins. All in a cloth bag. Grades K-5.

Game: Money Bingo #TE97 $6.95. This game teaches identification and counting. Game cards show coin combinations from 3 cents to 50 cents. Materials for 36 players. Grades 2-5.

Activity: The Money Book #JD2118 $4.95. Twenty-four duplicating masters to provide practice in counting, adding and subtracting up to $1.00. Grades 1-4.

Game: Money Chase Game #TH4544 $9.95. This easy to follow board game teaches identification and equivalent values. Grades 2-5.

Activity: Money Skills #FK680 $4.95. 20 duplicating masters to teach change and prices. Grades 2-5.

Money Make Sense Activity Book #FE4515 $3.45. 112 pages of practice activities teaching money value. Grades 1-4.

Money Match-Ups 1 #LC926. Money Match-Ups 2 #LC927. $4.95 each. Matches words, coin pictures and numerals. Set 1 covers 1 to 25 cents. Set 2 covers 26 cents to one dollar. Grades 2-5.

Puzzle: Multi-Ethnic Career Puzzle Set #JD6000X Set of 12 $59.00 or $4.95 each. This set includes different career puzzles that are free of sexual or racial stereotypes. Grades 2-5.

Poster: Multicutural Study Prints Library #IT400X 5 Sets $39.00. Large brightly-colored posters with easy to read biographies describe contempory and historical personalities from business, art, politics, sport and entertainment. Individual set titles:
20th Century Spanish Americans #IT472.
North American Indian Personalities #IT466.
Contempory Black Biographies 1 #IT462.
Contempory Black Biographies 2 #IT463.
Contempory Asian Americans #IT467. Grades 2-5.

Book: My Dentist #BK7030 $11.75. This book tells about the need for dentists, describing tools and duties. Grades K-3.

My Doctor #BK1236 $10.95. This book tells about the tools & responsibilities of a doctor from a child's point of view. Grades K-3.

Kit: The World of Sports #ED2535. The Mysteries of Science #ED2537. The World of Entertainers #ED2536. $29.95 each. High interest reading kits with action-oriented worksheets to motivate reading and build comprehension skills. Grades 3-5.

Costume: On The Job Outfit #LC1701 $16.95. Complete outfit consisting of hardhat, tool belt, tools and phone. Plastic and vinyl. Grades K-5.

Game: Payday Game #PA26 $14.95. This game teaches budgeting, loans, bank accounts and more. Grades 4-5.

Kit: People Builder Starter Set #LCM771 $14.95. This 150 piece set of flexible plastic comes with people, toys tools of work. Also available with 300 pieces by ordering: People Builder Class Set #LCM770 $24.95. Grades K-3.

Activity: People Stories #UN90 & UN92 $11.95 each. Famous people stories with high interest and low vocabulary are followed by well chosen comprehension questions. 40 duplicating masters in each set. Grades 3-5.

Puppet: Puppet Playmates - Careers #IN1103 $22.95. Full size body puppets that students stick their hands and face through. Set of 4. Grades K-5.

Activity: Reading Stars Reproducible Activity Series #UN94 $17.75. Short articles about famous people tell kids the things they want to know about their heroes. Set of 6 books with 30 pages each. Grades 2-5.

Game: Ring and Play Cash Register #FP926 $18.50. Storekeepers match coins to the correct slot on the register, ring up the sale and make change for their costumers. Durable plastic register with giant buttons. Grades K-3.

Shape-Sorting Mailbox #AU96 $10.95. Small replica comes with 6 "mail" pieces. Improves manipulative skills and geometric shapes. Grades PreK-2.

Kit: Struts #LC4193 $28.50. This building set lets students construct buildings with movable parts. Made of flexible plastic. 100 pieces. Grades K-5.

Book: The Toolbox #BK1239 $10.95. This book shows and explains how tools are used and what they're for. Grades K-3.

Puzzle: Transportation Fleet Puzzle Set #LCR3035 $44.50. Set of 10 5"x7" hardwood 8 to 10 piece puzzles. Grades PreK-2.

Transportation Puzzle #JK219 $9.95. 9"x12" wood puzzle with large knobs. Grades PreK-1.

Activity: Using Dollars & Sense Activity Book #FE185 $3.45. Exercises, puzzles and games to teach students how to make change & other money math skills. Grades 4-5.

Vocabulary for Survival Duplicating Library-ESL #EY100 $49.95. 110 developmentally sequenced lessons that teach many critical skills through a variety of activities. Grades K-5.

Kit: Wedgie Career Figures #612 $17.95. Multicultural and non-traditional hardwood stand-up figures representing 12 careers. Grades K-5.

Book: When We Grow Up #BK3330 $9.95. This book tells of a whole class ideas for when they grow up. Grades K-5.

Cards: What's My Change? #LC928 $4.95. 30 self correcting cards. Students study pictures, prices, and change. Grades 2-5.

Puppet: White Career Puppets #LC2603. Black Career Puppets #LC2604. $16.00 each. 8" washable knit hand puppets. Set of 6. Grade level ?

Opportunities For Learning 8950 Lurline Ave. Dept. PS Chatsworth Ca 91311

Activity: Math On The Job #OL234(gr.4) #OL235(gr.5) #OL236(gr.6) $7.95 each. Each book contains 24 spirit masters covering the four basic skills plus fractions, area, perimeter, decimals, graphs, money and temperature. For individual, classroom and learning center use. Grades 4-6.

Game: The D. J. Game #OL300 $11.50. Builds word recognition, comprehension and pronunciation skills while simulating the work of a disc jockey. Students read commericals, bulletins, weather forecast and announce record titles. Teachers guide included. Grades 3-5.

Weekly Reader Secondary Unit Books 1250 Fairwood Ave. PO Box 16618 Columbus Ohio 43216

PRICES LISTED FOR THIS COMPANY NEED TO BE CONFIRMED. WRITE FOR CATALOG.

Activity: Get It Down In Writing Student Workbook #651 $2.30. Spirit Master Set #765 $3.95. Using a low reading level (2.5-3.5) this book gives practice in grammar, vocabulary and basic writing skills used in forms, applications and letter writing. Amusing illustrations. Grades 4-5.

Read It Right Student Workbook #650 $2.30. Spirit Master Set #766 $3.95. Using loe reading level (2.5-3.5) this book gives practice in understanding dictionaries, phone books, ads, calendar, signs, maps and written directions. Amusing illustrations. Grades 4-5.

Figure It Out Student Workbook #652 $2.30 Spirit Master Set #767 $3.95. Using low reading levels (2.5-3.5) this book gives high interest stories introducing basic number skills. e.g. time, calendars, change, measurement, recipes and temperature. Grades 4-5.

Book: The Money Book #528 $2.30. This book teaches personal finance using a 4.0-5.0 reading level. All aspects of consumerism are explored. Good illustrations. Grades 4-5.

Winston Press 430 Oak Grove Minneapolis Minn 55403

Book: Self Esteem: A Classroom Affair 101 Ways To Help Children Like Themselves $?. This book gives ideas for writing, learning centers, discussions, reproducible worksheet and role playing suggestions. Grades 1-4. Can be adapted for any grade level.

Self Esteem: A Classroom Affair Volume 2 $?. More ways to help children like themselves. Grades 1-4. Can be adapted for any grade level.

RECOMMENDED AUDIO VISUAL LISTS K-5

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
X00009	Adventures in the World of Work	4-8	1974	FS/C	
X00012	Adventures of the Lollipop Dragon	K-3	1970	FS/C	
A01949	At the Airport	1-4	1977	Film	10 min.
B00345	Bread and Butterflies: Choosing Changes	5-8	1973	Film	15 min.
B00349	Bread and Butterflies: Our Own Two Hands	5-8	1973	Film	15 min.
B00352	Bread and Butterflies: Power Play	5-8	1973	Film	15 min.
B00353	Bread and Butterflies: School and Jobs	5-8	1973	Film	15 min.
B00354	Bread and Butterflies: Success Story	5-8	1973	Film	15 min.
B00356	Bread and Butterflies: The Way We Live	5-8	1973	Film	15 min.
B00360	Bread and Butterflies: Work Means	5-8	1973	Film	15 min.
B00357	Bread and Butterflies: Things, Ideas, People	5-8	1973	Film	15 min.
B00358	Bread and Butterflies: Treasure Hunt	5-8	1973	Film	15 min.
A00244	Career Awareness: The Alternative	4-6	1972	Film	11 min.
X00199	Career Development for Primary Grades	K-2	1974	FS/C	
X00200	Career Discoveries: People Who Help Others	4-8	1972	FS/R	
A02101	Community Helpers: Firefighters	3-5	1980	Film	11 min.
B04810	Community Helpers: Medical and Health	3-5	1980	Film	13 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
B04811	Community Helpers: Police Officers	3-5	1980	Film	11 min.
A02100	Community Helpers: Postal Workers	3-5	1980	Film	11 min.
B04808	Community Helpers: School Workers	3-5	1980	Film	12 min.
A02103	Community Helpers: Street and Sanitation	3-5	1980	Film	11 min.
A02102	Community Helpers: Utility Workers	3-5	1980	Film	11 min.
X00278	Community Workers and Helpers: Group II	K-2	1971	FS/R	
K02239	Explore: Career Awareness (Unit 1)	4-6	1976	Kit	
B04252	Fat Albert and the Cosby Kids: Dad's Job is Cool	4-6	1978	Film	15 min.
A00597	Highway Builders	K-5	1970	Film	11 min.
A00713	Jobs in the City: Construction	K-4	1971	Kit	
A00714	Jobs in the City: Distribution	3-5	1971	Kit	
A00715	Jobs in the City: Manufacturing	3-5	1971	Kit	
K01937	Just Right Job Stories (12 cassettes, guide, response books)	K-3	1973	Kit	
A02301	Learning to Look: Just Like in School	K-2	1973	Film	8 min.
K02013	Now You Know About People People at Work	1-4	1974	Kit	
A01118	People Who Work in Factories, 1972	1-4		Film	11 min.
A01119	People Who Work in Offices, 1972	1-4		Film	11 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
A01120	People Who Work in Stores, 1972	1-4		Film	11 min.
	Portland Our Town	3-5	1985	CT	15 min.
T00582	# 1: Our Community				
T00583	# 2: Finding Our Way with Maps				
T00584	# 3: Going Places				
T00585	# 4: City Hall				
T00586	# 5: City Services				
T00587	# 6: City Planning				
T00588	# 7: Portland Water				
T00589	# 8: Clean City				
T00590	# 9: Our Changing City				
T00591	#10: Downtown Portland				
T00592	#11: City Occupations				
T00593	#12: River Traffic/Bridges				
T00594	#13: Fun in Our City				
T00595	#14: Our City Celebrates Festivals				
T00596	#15: Cultural Attractions.				
X01387	Targo Explores the World of Work	K-3	1975	FS/C	
X00568	The Homes We Live In	2-5	1972	FS/R	
B05952	The Supermarket	K-5	1983	Film	14 min.
B03604	The Tool Movie	2-5	1976	Film	12 min.
A01554	The Weatherman	2-8	1970	Film	10 min.
A01595	What Shall I Be?	K-4	1972	Film	8 min.
A01615	When You Grow Up: Business	1-6	1973	Film	10 min.
A01616	When You Grow Up: Communication	1-6	1973	Film	10 min.
A01617	When You Grow Up: Construction	1-6	1973	Film	10 min.
A01619	When You Grow Up: Consumer Homemaking	1-6		Film	10 min.
A01621	When You Grow Up: Manufacturing	1-6	1975	Film	10 min.
A01622	When You Grow Up: Marine Science	1-6	1975	Film	10 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
A01624	When You Grow Up: Natural Resources	1-6	1973	Film	10 min.
A01625	When You Grow Up: Personal Services	1-6	1973	Film	10 min.
A01626	When You Grow Up: Public Services	1-6	1975	Film	10 min.
A01627	When You Grow Up: Recreation	1-6	1975	Film	10 min.
A01628	When You Grow Up: Transportation	1-6	1975	Film	10 min.
A01618	When You Grow Up: Environmental	1-6	1975	Film	10 min.
B-04194	Workers of Our Community	1-3	1978	Film	11 min.
A01686	Workers Depend on Each Other	1-3	1973	Film	10 min.
B03851	Yesterday and Today: The Cider Maker		1975	Film	18 min.